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January 1976

Volume 11 Number 1

ERIC

resources in education

ED 118 595-118 928

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Note

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Resources in Education

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Introduction

Resources in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number – identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number – only NIE or USOE contracts or grants are recorded.

Alternate source for obtaining documents.

EDRS Price – price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above.

ED 654 321 56 CE 123 456

Smith, John D. *Johnson, Jane*

Career Education for Women

Central Univ., Chicago, Ill.

Spons Agency – National Inst. of Education (DHEW), Washington, D. C.

Report No – CU-2081-S

Pub Date May 73

Contract – NIE-C-73-0001

Note – 129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)

Available from – Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 ($3.25)

EDRS PRICE MF-$0.75 HC-$6.60 plus postage

Descriptors – *Career Opportunities, Career Planning, Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, *Working Women

Identifiers – Consortium of States, *National Occupational Competency Testing Institute, Illinois

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*

Clearinghouse accession number.

Sponsoring Agency – agency responsible for initiating, funding, and managing the research project.

Report Number – assigned by originator.

Descriptive Note (pagination first).

Descriptors – subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers – additional identifying terms not found in the **Thesaurus of ERIC Descriptors.**

Informative Abstract.

Abstractor's initials.

***The key to these codes is as follows:**

Code	*Description*
08	Adult and Vocational Education, Public Law 88–210
16	Captioned Films for the Deaf, Public Law 85–905
24	Cooperative Research, Public Law 89–10, Title IV
32	Disadvantaged Students Program, Public Law 89–10, Title I
40	Handicapped Children and Youth, Public Law 88–164
48	Language Development, Public Law 85–864, Title VI
52	Library Research and Development, Public Law 89–320, Title II, Part B
56	New Educational Media, Public Law 85–864, Title VII, Part A
64	New Education Media, Public Law 85–864, Title VII, Part B
72	Research in Foreign Countries, Public Law 83–480
80	State Educational Agencies Experimental Activities, Public Law 89–10, Title V, Section 505
88	Supplementary Centers and Services, Public Law 88–10, Title III
95	Other Office of Education Programs

Document Résumés

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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CE—Career Education	5–44
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CS—Reading and Communication Skills	52–69
EA—Educational Management	69–78
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CE

ED 110 595 CE 002 500

Laboratory Animal Care Training Manual for Instructors and Students.

California Univ., San Francisco. Animal Care Facility.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date 73

Note—456p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—*Animal Caretakers, Job Training, Laboratory Procedures, *Laboratory Training, *Manuals, Study Guides, Teaching Guides

This manual presents item-by-item, step-by-step procedures for the student being trained as a technician in laboratory animal care. Statements are preceeded by a box for the student to check when he has read each statement. The first 16 lessons cover: orientation; identifying, handling, and determining the sex of rodents and rabbits, cats and dogs, non-human primates, and farm animals; animal feeds and bedding; caging; special caging; and identifying tools, supplies, special clothing, and machinery. The other lessons pertain to recognizing and reporting disease in laboratory animals; inspecting the environment; cleaning, feeding, and watering animals in direct and indirect bedding cages; caring for animals in pens and special cages; restraint of the animal groups mentioned; blood collection and injection; surgery and euthanasia; vital signs; receiving and shipping rodents and rabbits; receiving large animals; and gnotobiology and breeding colonies. Notes to the instructor are interspersed among the 30 lessons. Most of them serve as suggestions for demonstration, practice, and mastery exercises. The exercises and an audio-visual component are meant to accompany the material presented in the manual. (AG)

ED 110 596 CE 003 677

Bell, Terrel H. Hoyt, Kenneth B.

Career Education: The USOE Perspective. Occasional Paper No. 4.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date 74

Note—25p.

Available from—The Center for Vocational Education, The Ohio State University, Columbus, Ohio 43210 ($1.50)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Career Education, Concept Formation, Data Analysis, Data Collection, Definitions, Educational Legislation, Educational Objectives, Educational Philosophy, *Educational Policy, *Federal Government, Government Role, Personal Growth, *Policy Formation, *Program Development, Relevance (Education), Speeches, Success Factors

The Center for Vocational and Technical Education initiated the Occasional Paper Series to provide educators and other interested individuals with information dealing with critical issues and problems surrounding the education of human beings. The interest of the center in the entire career education concept stimulated it to include in this series recent views on career education of Dr. T. H. Bell, U. S. Commissioner of Education, and the newly derived career education policy of the United States Office of Education as explained by Dr. Kenneth B. Hoyt, Associate Commissioner, Office of Career Education, Office of Education. Dr. Bell's paper cites examples of the unanticipated success of career education; expresses hopes that career education will be primarily a State and local matter; and points to the need for work to be done in the areas of improved quality, evaluation, and implementation, particularly at the high school level and among special groups. Dr. Hoyt's paper proposes career education as the response to criticisms of the present educational system, through the use of the concept of work. Basic concept assumptions are offered which will represent a philosophic base for career education, programmatic assumptions, suggestions for implementation, and specific learner outcomes which will involve basic educational policy changes. (Author/AJ)

ED 110 597 CE 004 039

Distribution and Marketing Syllabus.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 74

Note—377p.; Photographs are of marginal reproducibility

EDRS Price MF-$0.76 HC-$19.67 Plus Postage

Descriptors—Behavioral Objectives, Business Education, Career Awareness, Course Content, *Curriculum Guides, *Distributive Education, *Grade 11, Instructional Materials, Learning Activities, *Marketing, Occupational Clusters, Resource Materials, Secondary Education, Student Evaluation, Unit Plan

The distributive education program for grades 7 to 12 is organized around three career education phases: the career education phase (grades 7-10), the distributive phase (grade 11), and the competency cluster phase (grade 12). The grade 11 syllabus provides a six-page introduction which covers scheduling, cooperative work experience, the school store, student clubs, facilities and equipment, teacher certification, and the philosophy of the course. Each of the approximately 150 modules presents behavioral objectives, topics, content and instructional areas, teaching suggestions and student activities correlated with occupational clusters, and evaluation criteria correlated with behavioral objectives. The modules are organized according to the following headings: function, scope and trends of marketing; career opportunities; product information; buying merchandise; merchandise mathematics; marketing research; sales promotion; communications; personal selling; credit and collections; human relations; recordkeeping, manual and automatic data processing; business and government relations, and marketing management. An 18-page multimedia bibliography lists books, periodicals, films, and filmstrips covering the various facets of distributive education. (JR)

ED 110 598 CE 004 103

Howlett, F. G.

Telemethode.

Ontario Educational Communications Authority, Toronto. Utilization and Project Materials Section.

Note—17p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Audio Video Laboratories, Class Activities, *Conversational Language Courses, Educational Television, Elementary Secondary Education, *Film Production, Individualized Instruction, Methods, Modern Languages, Production Techniques, Second Language Learning, Student Motivation, Student Projects, *Teaching Guides, *Teaching Methods, Teaching Procedures, *Television, Video Equipment, Video Tape Recordings

The booklet is a guide to the use of television for teachers of modern languages; it deals with prerecorded programs and with classroom productions. A general methodology which will allow the teacher to use either simplified programs for anglophones or unsimplified programs for native speakers is set out. The suggested method may be adapted to fit particular classes and course objectives, but the teacher must have the desired program on video-tape and operate the videorecorder personally. An outline of basic methodology includes previewing, viewing, and followup activities. Directions are given for accomplishing individualization by setting up a viewing center. Guidelines are offered for classroom TV production; the dialogues and short plays used intensively in the new structural and

audiolingual courses can serve as a basis for student productions which provide motivation for learning and an opportunity to use the skills of listening and speaking which the students have been rehearsing. Some kinds of productions that have proven successful in French classes are outlined, and a four-page plan for a short production of about 15 minutes which involves most of the class is presented, illustrating the various techniques suggested in the booklet. (Author/AJ)

ED 110 599 CE 004 146

Ziegler, Warren L.

On Civil Literacy: Working Draft No. 7408.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.

Report No—SURC-TR74-550

Pub Date Jul 74

Note—71p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—*Adult Education, Citizen Participation, *Citizenship, Citizenship Responsibility, Civic Belief, Community, Educational Philosophy, Political Science, *Political Socialization, Public Affairs Education, *Social Action, Social Responsibility

Identifiers—*Civic Literacy

The paper discusses civic literacy as it bears on adult education. Civic literacy addresses the domain of intentional actions about political community, in a process of discovery and invention, the result of a dynamic interaction between practice and theory. The action-inquiry model of civic literacy consists of two theses and five competencies. The first thesis, the Social Justice thesis, holds that each person acts in concert with other persons to devise social conditions for realization of a good life. The second thesis, the Political Community thesis, holds that the civic literacy of each person depends upon the civic literacy of every person. The five competencies which permit the translation of the theses into a process of learning and doing are: engaging in intentional action; maintaining or creating conditions for others to engage in intentional action; maintaining or inventing collective institutions which can adjudicate among different intentions, consequences, and strategies; discovering through civic action matters of common concern; and testing, extending, or redefining limits and boundaries to civic action through social invention. The competency of inventive action comes full circle: it is the end which illuminates the means of civic literacy, and it is the means to the pedagogy of discovery and invention. (JR)

ED 110 600 CE 004 159

Donald, James J.

Industrial Arts in the Open Education Setting; An Analysis of the Rationale of Open Education and its Implications for Industrial Arts.

Pub Date 74

Note—251p.; Research paper, State University College, Oswego, New York; Some pages in the appendixes may reproduce poorly

EDRS Price MF-$0.76 HC-$13.32 Plus Postage

Descriptors—*Child Development, *Educational Research, Educational Theories, *Industrial Arts, Learning Characteristics, *Learning Processes, Literature Reviews, *Open Education

The study's purpose is to identify the origin and theoretical aspects of open education. In addition, the study applies the theoretical basis to the practices used by the facilitator and the learner in the industrial arts laboratory. Chapter 1 introduces the topic of open education and its implications for industrial arts. It presents the background statement, the statement of the problem, need for the study, the scope and limits, methods and procedures, and definition of terms. In chapter 2 a brief historical background of the open education movement is presented, followed by an overview of the child development theory of Jean Piaget and a discussion of the rationale of open education as it applies to the facilitator, the learner, and the environment. The purpose of chapter 3 is to analyze in detail the material presented in chapter 2. Chapter 4 synthesizes the material of chapters 2 and 3, from which characteristics for industrial arts programs are formulated. Numerous broad conclusions concerning the central theme and recommendations for the learner, facilitator, and environment are given. The document concludes with a four-page bibliography and 44 pages of supplemental materials, including a statement of guiding principles, a survey instrument, criteria for open classrooms, correspondence, and a summarizing statement by the author. (Author/BP)

ED 110 601 CE 004 357

Simeral, Kenneth D.

The Rapid Adjustment Farm Program's Influence on Other Farms in the Community.

Pub Date 74

Note—129p.; M.S. Thesis, The Ohio State University; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Adoption (Ideas), *Adult Farmer Education, Agricultural Education, *Agricultural Research Projects, *Dairymen, *Diffusion, Extension Education, *Farm Management, Information Dissemination, Innovation

Identifiers—Rapid Adjustment Farm Program

The study investigated the diffusion of innovative farming practices from Rapid Adjustment Farms (RAF) to other farms in southeast Ohio. The RAF program, begun in 1968, introduced new technology and management practices to its participant farmers. After reviewing literature of farming programs' information diffusion, a descriptive survey was made of Rapid Adjustment farmers, county extension agents, and other farmers in the RAF area. Three dairy farms of similar tenure in the program were selected from more than 20 RAFs. A stratified random sample was drawn of 30 dairy farmers in each of three counties, with alternative farms also selected by random number. The 90 respondent farmers were asked whether they: (1) viewed the Rapid Adjustment farmer as an opinion leader; (2) adopted RAF practices, and for how long; and (3) knew the Rapid Adjustment farmer, and in what way. The respondent farmers also gave information about themselves and their farming operations. The interview schedule was pretested in June 1974 and administered in August 1974. Major findings and conclusions of the study are presented, along with recommendations for future RAF administrative decisions. Fifty-three tables give respondents' answers to questions on the interview schedule, often with county breakdowns and statistical analysis of the data. Appendixes contain some of the tables and the interview schedule. A bibliography of materials on diffusion research is included. (SD)

ED 110 602 CE 004 369

Hall, Budd L.

Non-Formal Education, Redistribution of Wealth and Production.

African Adult Education Association, Lusaka (Zambia).

Pub Date Sep 75

Note—19p.; Prepared for the African Adult Education Association Conference (Kinshasa, Zaire, September, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Adult Education, Decision Making, *Developing Nations, Economically Disadvantaged, *Economic Change, Economic Development, Economic Factors, *Educational Strategies, *Nonformal Education, Participation, Political Influences, Social Change

Concepts of development and non-formal education that are needed for the Third World must be broader than a development based on economic growth; they must include not only distribution, but redistribution of existing wealth. Consequently, most new developmental strategies are concerned with placing priority on those groups which are the poorest. Non-formal and adult education is more likely to have a direct impact on the urban and rural poor than formal education. An instrument of political and economic change, non-formal education plays an important role in stimulating participation in decision-making. Another area of concern for adult education is the educating of educators and policymakers which allows both the masses and the leaders to change along the same lines. Further surveys of adult education provision are needed in order to extend coverage to the large portion of the population wihch is presently not being reached. There is an immediate need for establishment or expansion of research, training, and resource centers in adult education. An integrated approach to planning, which relates adult education to other inputs, and the need for increased involvement of the population in development planning continue to be challenges for planners and educators. (EA)

ED 110 603 CE 004 370

Report on Urban Vocational Education.

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date Nov 74

Note—17p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Counseling, Disadvantaged Groups, Educational Demand, Educational Finance, *Educational Problems, Handicapped Students, Placement, Private Schools, Racial Discrimination, Relevance (Education), School Industry Relationship, Sex Discrimination, *Urban Education, *Vocational Education

The National Advisory Council on Vocational Education conducted hearings in Washington, D. C., Pittsburgh, Atlanta, Los Angeles, and Houston, to gather information on the status of vocational education in urban areas. The report summarizes the testimony of the hearings and identifies several common urban problems: demand for vocational education training exceeds current faculty and facilities; expansion and improvement and center-city vocational education programs require increased funding; too many students are trained in fields where there are few jobs; cooperative efforts between educators and the business, industry, and labor communities need to be increased; there is a general need for more and better counseling and the development of effective placement programs; parents, teachers, and administrators continue to assume that all students should be pushed to go to academically-oriented four-year postsecondary institutions; opportunities to maximize the efficiency of the city-wide system are missed due to a reluctance to utilize the resources of the private schools; schools could do more to address the problems of sex and race discrimination in career counseling, training and placement; and there is a lack of adequate programs to provide vocational training for handicapped students. The report lists 17 recommendations for improvements. (Author/PR)

ED 110 604 CE 004 371

Tenpas, Barbara G. And Others

Systematic Variations of Instructional Variables on Learner Performance: Aircraft Instrument Comprehension Task. Final Report, June 1973-July 1974.

Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div.; Arizona State Univ., Tempe. Dept. of Educational Technology and Library Science.

Report No—AFHRL-TR-74-105

Pub Date Dec 74

Note—51p.; For related documents, see CE 003 859-60 and CE 004 099

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—Feedback, *Flight Training, *Instruction, Learning Motivation, Nonverbal Tests, *Performance Tests, *Task Performance, *Teaching Methods, Testing, Timed Tests

Incentive, practice, instruction, and feedback were manipulated in a series of four 2 x 2 factorial studies, with Air Force Reserve Officer Training Corps cadets and graduate students in education, to determine the individual and combined effects of these variables on learner performance (both speed and accuracy) of an aircraft comprehension task. For each of the experiments, the report provides details on: methods, subjects, materials, procedures, criterion measures, design and data analyses, results, and discussion of results. Although cadets who either practiced the task or were offered an incentive performed significantly faster on the post-test than learners who did not receive these treatments, the experiments generally indicated that instruction, when it is well-designed, appears to be a variable of such impact that it leaves little room for improvement in learner performance that might be attributable to such refinement as practice, incentive, and feedback. Sample instructional, practice, and post-test materials and tables of results are included. (Author/PR)

ED 110 605 CE 004 372

LeMaster, W. Dean Gray, Thomas H.

Ground Training Devices in Job Sample Approach to UPT [Undergraduate Pilot Training] Selection and Screening. Final Report, September 1972-August 1974.

Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div.

Report No—AFHRL-TR-74-86

Pub Date Dec 74

Note—59p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Flight Training, Personnel Selection, *Predictive Ability (Testing), *Predictive Measurement, Predictive Validity, *Predictor Variables, Screening Tests, Simulators, Student Testing, *Task Performance

The purpose of this study was to develop a screening procedure for undergraduate pilot training (UPT). This procedure was based upon the use of ground-based instrument trainers in which UPT candidates, naive to flying, were evaluated in their performance of job sample tasks; i.e., basic instrument flying. Training and testing sessions were conducted in a highly standardized and tightly controlled environment. Student performance was scored using only objective measures of aircraft control and systems management. The job sample approach proved highly successful in predicting student performance in the T-37 phase of UPT. Attrition, due to causes other than a lack of flying skill, was not satisfactorily predicted by this approach. Two-thirds of the document consists of eight appendixes: T-40 program guide excerpts, T-40 instrument procedures excerpts, test forms and scoring excerpts, T-37 phase summary data, forward selection prediction equations for T-37 phase, pass-fail summary data, forward selection prediction equations for pass-fail, and proposed T-40 screening program guide. (Author/BP)

ED 110 606 CE 004 373
Spangenberg, Ronald W.
Tryout of a General Purpose Simulator in an Air National Guard Training Environment. Interim Report, June 1974-August 1974.
Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.
Report No—AFHRL-TR-74-92
Pub Date Dec 74
Note—16p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Job Training, Military Training, Program Effectiveness, *Simulated Environment, *Simulators, Teaching Methods

An evaluation of the usability, effectiveness, and acceptance in a job environment was performed on a general purpose simulator using a simulation of a radar system. General purpose simulators permit sharing of a programable capacity among simulations, thus providing economical hands-on training and training not usually economically available by other means. Training and exercises in malfunction isolation were given Air National Guard personnel. Data obtained using questionnaires, a performance test, and interviews indicated that the simulation was usable, effective, and acceptable. Detailed information concerning: (1) the experience of the personnel receiving training, (2) learning and learning potential, (3) an evaluation of training potential by qualified personnel, and (4) attitudes and acceptance by field personnel was obtained and is reported. The goals of the training program were achieved to a satisfactory level. Actual performance scores also indicated training goal achievement. The pre- and posttest questionnaires are appended. (Author/BP)

ED 110 607 CE 004 374
Bell, T. H.
Our Schools and Lifelong Learning.
Pub Date 75
Note—11p.; Paper prepared for the Annual QuEST Consortium of the American Federation of Teachers (4th, Chicago, Illinois, April 26, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Adult Basic Education, Adult Development, *Adult Education, Continuous Learning, *Educationally Disadvantaged, *Educational Needs, *Educational Responsibility, Post Secondary Education, Speeches

In 1969 the Census Bureau carried out a study that found that nearly 85 percent of the participants in all kinds of adult education had successfully completed high school or a higher level of education. The study further showed that the more schooling an adult had completed, the more likely he or she would be to pursue some kind of further education. A study, in progress for more than three years, has been examining the question of what is a minimally effective core education for adults. The study has established adult proficiency levels based on real life situations, and has shown that one out of five American adults, an estimated 15 to 20 million, today lack the basic skills required to sustain themselves and their families. To find ways of reaching these adults and convincing them that they can take hold of their own destinies, and then delivering on that promise, is a mission of the highest order in education. A plan for life-long learning should help adults find meaning and fulfillment in their living, provide them with the skills to be productive and independent, and increase their capacity to function as parents with love, hope, and guidance for their children. (Author)

ED 110 608 CE 004 375
Shoemaker, Byrl R.
Vocational Education Helps to Humanize the Curriculum.
Pub Date 75
Note—16p.; Paper presented at the Annual Meeting of the North Central Association (8th, April 6-9, 1975); Page 7 has been altered to make it reproducible
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Area Vocational Schools, Career Choice, *Career Education, *Curriculum Development, Disadvantaged Groups, Dropouts, Elementary Secondary Education, Handicapped, *Humanism, Job Skills, Job Training, Post Secondary Education, Speeches, *Technical Education, *Vocational Education
Identifiers—Ohio

An important goal of vocational education is to accept the responsibility of social and economic change for the benefit of the individual as well as the broader society and to provide a meaningful curriculum for all youth. The humanizing of vocational education is to recognize that preparation for employment is the price tag of the technological age. A student must learn to "know thyself", to "give thyself", and to "support thyself." The career development continuum within the State of Ohio consists of: (1) education for career choice, (2) education for work, and (3) continuing education for upgrading and retraining. Education for work is concerned with helping people prepare for productive employment and includes a broad vocational program at the high school level and post-high school technical/vocational education or professional education. Area vocational education centers in Ohio are full-day centers with three-fourths of the day allotted to instruction in trades and one-fourth to required academics. Other humanizing aspects are: the Occupational Work Adjustment program for dropout-prone 14- and 15-year-old students, the Occupational Work Experience program for mentally handicapped youth 16 and above, the home/family living/consumer education program, and additional programs for the handicapped and the disadvantaged. (EA)

ED 110 609 CE 004 378
Jones-Quartey, K. A. B., Ed. And Others
Adult Education and the Human Environment: Transactions of a Celebration.
Ghana Univ., Legon. Inst. of Adult Education.
Pub Date 74
Note—168p.
Available from—Institute of Adult Education, University of Ghana, Legon, Accra, Ghana, West Africa ($3.00)
Document Not Available from EDRS
Descriptors—*Adult Education, Agricultural Education, Agriculture, Cultural Background, Developing Nations, *Environment, *Environmental Education, Forestry, Futures (of Society), Industrialization, Pollution, Population Growth, Relevance (Education), Reports, Rural Development, Speeches, Urbanization, Water Resources, Wildlife Management
Identifiers—*Ghana, Uganda

The document comprises a collection of speeches and seminar reports arising from the 25th anniversary celebration of the Institute of Adult Education at the University of Ghana. The theme of the celebration, introduced in the first chapter, was Adult Education and Man's Environment--the Next Quarter-Century. The second chapter comprises the following speeches: A Quarter of a Century: Past and Future, A. A. Kwapong; The Nation and the Institute, I. K. Acheampong; The Role and Objectives of the Environmental Protection Council of Ghana, E. A. Boateng; The Human Environment; Letitia Obeng; and The Relevance of Adult Education, R. K. A. Gardiner. The third chapter contains reports from seminars on: utilization of wildlife, forestry and agriculture, water resources, urbanization, industrial development, rural development, tradition and modernization, and the population explosion. A paper is included reporting a study which grew out of a symposium: Adult Education and Man's Environment: The Uganda Case, by D. N. Okunga. The final contribution is The Ghana Institute of Adult Education: 1948-1973, by K. A. B. Jones-Quartey. (PR)

ED 110 610 CE 004 379
Conrad, Rowan W. And Others
Work and Income: A Follow-Up Study of Career Education Model IV Students. Case Study Report No. 1.
Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.
Pub Date Apr 75
Note—29p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Career Education, *Disadvantaged Groups, Employment Experience, *Followup Studies, Income, Job Satisfaction, Motivation, Program Effectiveness, Work Attitudes
Identifiers—*Mountain Plains Program

The followup study assessed employment variables among persons who had experienced the Comprehensive Residential Family Career Education Model IV of the Mountain-Plains program. The assessment was accomplished by focusing on the current status of former Mountain-Plains students with regard to work variables: income, satisfaction derived from work, quality of work as perceived by employer, motivation to work, and alienation from work. Twenty-four disadvantaged families were sampled stratified random fashion by completion of status and area of enrollment. For comparative purposes three additional reference groups were identified and tested. The measurement techniques used for testing the variables for each group were: the Job Descriptive Index (JDI), Minnesota Satisfactoriness Scales (MSS), Job Motivation Index (JMI), Work Alienation Scale (WAS), and the Obeisance Scale (OS). The testing procedures and design, and the results for each of the variables tested are briefly discussed. Higher scores were made after the program than on entry on all variables except alienation and obeisance. The document concludes with a general discussion of the findings and a brief explanation of the study's weaknesses. A two-page bibliography is appended. (Author/BP)

ED 110 611 CE 004 383
Klaurens, Mary K., Ed. Trapnell, Gail, Ed.
Current Perspectives in Distributive Education.
Pub Date 74
Note—363p.
Available from—Kendall/Hunt Publishing Company, 2460 Kerper Boulevard, Dubuque, Iowa 52001
Document Not Available from EDRS
Descriptors—Adult Programs, Advisory Committees, Career Education, *Curriculum, Disadvantaged Youth, *Distributive Education, Educational Research, Instructional Materials, Marketing, Merchandising, Post Secondary Education, *Program Development, Program Evaluation, Program Planning, Secondary Education, Special Programs, Student Placement, Student Teaching, Tourism, Urban Education
Identifiers—*Readings (Collections)

The volume on current perspectives in distributive education contains 29 individually authored articles organized into three sections. The first section on program conceptualization deals with the following subjects: the evolution of distributive education, program planning, advisory committees, placement services, postsecondary distributive education, adult programs, distributive education and the disadvantaged, and training agreements. Section two on curriculum and instruction deals with these subjects: curriculum options, curriculum uniformity, postsecondary career education, specialized urban programs, incremental learning materials, store/laboratories, adult distributive education for the entrepreneur, learning activity packages, distributive education in the middle grades, marketing, tourism, and model store plans. Section three on facilitating functions and services deals with the following subjects: curriculum laboratories, research, statewide evaluation systems, distributive education supervision in urban school systems, and student teaching in distributive education. (JR)

ED 110 612 95 CE 004 384
Dell'Apa, Frank
Issues in Education for the Youthful Offender in Correctional Institutions.
Western Interstate Commission for Higher Education, Boulder, Colo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Grant—OEG-0-70-1999(725)
Note—90p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Academic Achievement, *Correctional Education, Correctional Rehabilitation, Corrective Institutions, Criminals, Delinquent Rehabilitation, Educational History, Educational Improvement, Educational Needs, Educational Objectives, *Educational Programs, Educational Psychology, Institutionalized (Persons), Intelligence, Intelligence Tests, *Program Descriptions, Teachers, Teaching Methods, *Youth, *Youth Programs

The introduction to the survey of educational programs for juvenile offenders in correctional institutions briefly outlines the educational problems and priorities in the prison setting. Chapter one discusses the history of such programs over the last 150 years, especially considering the use and biases of intelligence tests during the last 50 years and the recent development of a holistic approach to intelligence. Chapter two surveys the educational programs in 29 juvenile correctional institutions in the Western U. S. which responded to mailed questionnaires regarding types of programs offered, kinds of teaching methods used, training and background of teachers and their opportunities for continuing education, and students' present achievement levels and current learning difficulties. Chapter three discusses current issues in education for juvenile offenders, dealing at length with issues within institutional classrooms, and less extensively with the problem of linking institutional programs with the community. Chapter four discusses new objectives for integrating the school and the community into correction and presents an agenda of priorities consisting of children's rights to learn, to earn, and to live and develop. Chapter five surveys ten innovative programs in juvenile correctional institutions around the country, providing the name of a contact person for each program. (JR)

ED 110 613 95 CE 004 385
Black, Michael F. And Others
Vocational Teaching in Diverse Cultural Settings. Research and Development Series No. 101.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jan 75
Note—126p.; For related document, see ED 061 418
Available from—Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($8.50)
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—*Correlation, *Educational Research, *Effective Teaching, Prediction, Predictor Variables, Questionnaires, Student Attitudes, Student Behavior, Suburban Schools, Tables (Data), Teacher Attitudes, Teacher Behavior, *Teacher Characteristics, Teacher Evaluation, Urban Schools, Vocational Education Teachers

The document reports the second phase in a project to determine the relevant and important characteristics of effective teachers and deals with the identification of predictor constructs in the evaluation of vocational teachers. The objectives involved: (1) obtaining predictor constructs in the areas of biographic-demographic information about the teachers and schools, teachers' perceptions of their instructional and non-instructional tasks, their perceptions of their students' behavior, and students' perceptions of their teachers' behaviors; (2) obtaining a subjective-judgment criterion of teacher effectiveness (principals' rating) in the inner-city urban and outer-city suburban areas; and (3) determining the relationships between the predictor constructs and the criterion. Six questionnaires were used to establish both predictor constructs and criteria. The respondents were 337 high school vocational teachers in all areas selected nationwide from lists submitted by State supervisors and teacher educators, and the principals of the listed teachers. Ninety-five tables present the findings and data analysis. A discussion of the findings is followed by three conclusions and by recommendations relating to further study in search of performance-based criteria of teacher effectiveness and of dimensions of teacher behavior relating to teacher effectiveness. (Author/JB)

ED 110 614 CE 004 386
Mead, Michael A.
RCMAT: A Computer Program to Calculate a Measure of Associative Verbal Relatedness. Interim Report. Occasional Paper No. 6.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 75
Contract—NE-C-00-3-0078
Note—33p.; Best copy available, Appendixes A, B, and C may reproduce poorly
Available from—The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($2.25)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Association Tests, *Computer Programs, Psycholinguistics, *Verbal Stimuli
Identifiers—*RCMAT, Relatedness Coefficient Matrix Program

The report describes the characteristics and usage of a computer program, the Relatedness Coefficient Matrix Program (RCMAT), designed to summarize associative responses given to verbal stimuli by individual respondents and by groups of respondents. The computer program uses the response distributions for individuals, and the pooled response distributions for groups, to compute measures of associative relatedness between pairs of verbal stimuli. The program was written for an exploratory investigation of the use of word association procedures to assess the affective and descriptive meanings workers associate with their work environments. The RCMAT program is written in Fortran IV, level G. It calculates relatedness coefficients between all pairs of up to 100 stimulus words. Output is in the form of an S x S pair-wise matrix, where S is the number of stimulus words. Input consists of a problem card, a list of stimulus words, and each subject's response distribution for each stimulus word. Either individual or pooled relatedness coefficients may be calculated. Program listing, sample output data, and a bibliography are appended. (Author/JB)

ED 110 615 95 CE 004 387
Zinn, Lorraine M.
Adult Basic Education Teacher Competency Inventory--Idaho.
Idaho State Dept. of Education, Boise.; Missouri Univ., Kansas City. Center for Resource Development in Adult Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date May 75
Grant—OEG-73-5213
Note—96p.; For related documents, see ED 105 109 (Iowa), ED 105 110 (Puerto Rico), and CE 004 116 (Virgin Islands); For a discussion of the Inventory, see ED 099 469
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Adult Basic Education, Adult Education, *Adult Educators, Knowledge Level, *Performance Criteria, *Surveys, Teacher Attitudes, Teacher Behavior, Teacher Evaluation, Teacher Response, *Teaching Skills
Identifiers—Adult Basic Education Teacher Competency Inventory, Idaho

The report is based on a survey of the Adult Basic Education (ABE) teachers in Idaho. A total of 72 usable returns were received, representing a 70 percent response rate. Demographic data for the Idaho respondents and their ranking of the competencies both in terms of their perception of their own competencies and in terms of their opinions as to competencies needed by ABE teachers are presented and discussed. Responses from the survey are discussed in terms of a profile of Idaho ABE teachers and their training priorities and degree of competency. Recommendations are made in four general categories: preservice training and teacher preparation, inservice training, teacher certification in ABE, and ongoing and periodic assessment of training needs. The revised Adult Basic Education Teacher Competency Inventory and a table showing a comparison of mean scores on terms in the ABE learner category are appended. (BP)

ED 110 616 CE 004 388
Osso, Nicholas A.
Adult Basic and Secondary Level Program Statistics: Students and Staff Data July 1, 1972-June 30, 1973 and Selected Summaries of Fiscal Years 1969-73.
National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No—NCES-75-167
Pub Date 75
Note—82p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (NCES-75-167, $1.45)
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Adult Basic Education, *Adult Education Programs, Educational Finance, *Participant Characteristics, *Statistical Data, Student Characteristics, Student Enrollment, *Tables (Data)

The summary of data on adult basic and secondary level education has been compiled from annual reports (a sample of which is appended) filed with the U.S. Office of Education by each State, the District of Columbia, American Samoa, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, and the Virgin Islands. The report presents statistics on adult basic and secondary level education enrollments, student characteristics (age, sex, race, educational and personal achievements), completions, separations, teachers, training hours for personnel (administrators, teachers, counselors, and paraprofessionals), classroom facilities, inservice training, urban and rural enrollments, and State, Federal, and local funding. The publication includes a summary table covering the period 1969-1973 and 25 detailed tables on fiscal year 1973 programs. (Author/PR)

ED 110 617 CE 004 389
Byfield, Hal And Others
Career Education; In-Service Teacher Training Guide for Teachers, Administrators, and Counselors.
Northern Arizona Univ., Flagstaff.
Pub Date 15 May 75
Note—170p.
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—*Career Education, Course Content, *Curriculum Guides, Educational Objectives, *Inservice Teacher Education, Instructional Materials, *Teacher Education

The guide was developed to establish a structural approach to training teachers, administrators, and counselors in the philosophy and techniques needed to integrate career education into instructional programs at all levels. It comprises a one-semester course to be taught in extension courses or seminars, and is divided into 12 sessions: background and rationale, developmental level outcomes for career education, constructing objectives to meet outcomes, developing content consistent with objectives, evaluating and assessing student behavior, implementing varied instructional strategies, developing mini-units, focus on affective career education/preparation for field experience, availability of materials in county media centers, follow-up of field experience/utilizing community resources, guest speaker presentation/identifying interest through testing, and a commitment to career education. Content of each session is presented under the headings of: goal statement, instructional objectives, lesson time, prerequisite sessions, resources required, instructor preparation tasks, instructional procedures (presented in detail), and debriefing. Each session is followed by a bibliography, exercise sheets or tests, and transparency masters and other teacher aids. (PR)

ED 110 618 CE 004 390
Pautler, Albert J., Jr.
Future Implications for Vocational Education.
Pub Date 2 May 75
Note—21p.; Paper presented at the New Hampshire Vocational Association Conference (Manchester, May 2, 1975); Best copy available
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Educational Planning, *Futures (of Society), Speeches, *Vocational Education

Several general areas of concern exist for those involved in the future of vocational education. In-

dustrial needs and manpower projections should be examined more critically; perhaps the work should be designed for the worker, and perhaps more attention should be directed to national and international job trends, and less to local trends. Changes in student population and Federal legislative policies must also be considered by planners. Vocational education directors have a responsibility to keep current inventories of job opportunities at local, State, national, and international levels. Consideration must also be given to the numbers of students who enter and remain in college and to the selection of vocational education teachers. More efficient use must be made of present school facilities. Teacher in-service and pre-service programs need to be made more effective and industrial arts education and educators need to become more closely involved with vocational education. Vocational education programs must determine carefully their objectives and philosophy. Student needs must be given high priority, and more refined methods of student selection must be developed. (PR)

ED 110 619 CE 004 392

MacRae, C. Duncan And Others

State Labor Market Research Study: An Econometric Analysis of the Effects of Labor Subsidies.

Urban Inst., Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-21-11-74-09

Pub Date Dec 74

Note—355p.

EDRS Price MF-$0.76 HC-$18.40 Plus Postage

Descriptors—*Economic Research, *Federal Programs, *Labor Economics, Labor Force, Labor Force Nonparticipants, Labor Market, Labor Supply, Labor Turnover, Manpower Needs, Manpower Utilization, *Models, Research Methodology, Simulation, *Social Science Research, Taxes, Theories

Identifiers—AFDC, Aid To Families With Dependent Children, Jobs and Income, JOIN, Work Bonus Tax Credit

The report describes the construction, application, and theoretical implications of an econometric model depicting the effects of labor subsidies on the supply of workers in the U.S. Three papers deal with the following aspects of constructing the econometric model: (1) examination of equilibrium wages, employment, and earnings of primary and secondary workers in eight family types according to the age, sex, and education of the family head; (2) aggregation of primary individuals into reasonably homogeneous wage rate groups not too disparate in size; and (3) development of a dynamic disequilibrium model of the labor market which integrates search-turnover theory with the theory of supply and demand. Three papers deal with the results of simulations of the following programs: (1) the Work Bonus Tax Credit for all families with dependent children; (2) the Jobs and Income (JOIN) Program for low wage individuals; and (3) the Aid to Families with Dependent Children Program. Finally, three papers deal with theoretical analysis: (1) the effects of a progressive income tax on a multi-worker family; (2) the effects of changes in personal income tax parameters on the individual's decision of how to allocate time between labor and leisure; and (3) the effects of increasing payroll taxes on the labor supply. (Author/JR)

ED 110 620 95 CE 004 394

Nurnberger, Robert G.

A Profile of Need: A Study of Post-Secondary Education Needs in Northeastern New York State.

State Univ. of New York, Albany. Coll. of General Studies.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 31 Dec 74

Note—175p.; Best Copy Available

EDRS Price MF-$0.76 HC-$8.24 Plus Postage

Descriptors—*Adult Education, *Adult Students, *Educational Needs, *Participant Characteristics, Post Secondary Education, Questionnaires, *Surveys, Tables (Data)

Identifiers—*Needs Assessment, New York

The report describes a survey of postsecondary continuing education needs in the 16 county Northeastern region of New York State. The survey gathered information from a random sample of the general population, a representative sample of continuing education students, and 200 major employers in the region. Comparing leisure time activities and demographic data between users and non-users, the study found some characteristics comparable and others contrasting. Occupationally there were more white collar workers among the users than among the non-users, and the percentage of homemakers was nearly equal to both groups. Regarding class time and format, both users and non-users preferred evening hours and the college campus setting. Regarding financing of postsecondary continuing education, both users and non-users favor public support for continuing education to supplement current subsidy plans. The report recommends that off-campus learning centers be established in localities more than 20 miles from an existing institution, and that financial support be offered to non-users. The report reproduces the current student survey with percentage responses, and presents the results of the employer survey in tabular form. Appendixes providing the three survey questionnaires, survey background data, and regional characteristics cover 77 pages. (JR)

ED 110 621 CE 004 395

Barndt, Stephen E.

A Study of the Relationship Between Decision Maker's Education and Experience and Alternative Choice in Trade Off Decisions.

Air Force Inst. of Tech., Wright-Patterson AFB, Ohio. School of Systems and Logistics.

Report No—AU-AFIT-SL-1-75

Pub Date Jan 75

Note—63p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—*Behavioral Science Research, Correlation, *Decision Making, Educational Background, Experience, Officer Personnel, Problem Solving, Qualifications, Role Perception

The importance of decision making to organizational existence has provided ample justification for many forms of research into the complex decision making process. The decision making process in modern, large organizations draws inputs from and provides outputs to many smaller internal decision units. Incompatible or conflicting inputs and outputs may result in wasteful suboptimizations. The research report of an investigation conducted among commissioned officers in the U.S. armed forces examines one possible underlying course of such conflicting inputs and outputs: the existence of differences in decision makers' formal education and work experience backgrounds. A decision making experiment was conducted to obtain information bearing on relationships between choice of alternatives and education background, work experience background, and the decision maker's prescribed role. It was found that there were tendencies toward differences in homogeneity of choice and in adaptability to a change in role among individuals categorized into several educational and experience background categories. Appendixes, which provide the test instruments, education and experience background categories, and test data specifying hypotheses of common choice and change in alternative when role changed, comprise half the document. (Author/JR)

ED 110 622 CE 004 396

Adams, Frank

Unearthing Seeds of Fire: The Idea of Highlander.

Pub Date 75

Note—255p.

Available from—John F. Blair Publisher, 1406 Plaza Drive SW, Winston-Salem, North Carolina 27103 ($7.95)

Document Not Available from EDRS

Descriptors—Adult Education, *Adult Education Programs, Civil Rights, Community Problems, *Disadvantaged Groups, Educational History, Educational Philosophy, *Folk Schools, Labor Problems, *Leadership Training, Negro Leadership, *Political Socialization, Program Descriptions, Residential Centers, Residential Programs, Social Action, Social Change, Southern Attitudes, Southern Community, Welfare Problems

Identifiers—*Highlander Folk School Tennessee, Problem Centered Curriculum

The book recounts the history and explains the philosophy of Highlander Folk School in the Cumberland Mountains of Tennessee. Devoted to social reform, the school has functioned in an unconventional way to develop leadership and participation in three social movements in the South: the labor organizing drives of the thirties, the civil rights movement of the fifties, and the Appalachian movement of the sixties. Subject to constant criticism and harrassment, the school has continued to operate, without planned curriculum or courses, at its defined task: to make class-conscious workers who envision their roles in society, and to furnish motivation as well as technicians for the achievement of this goal. Myles Horton, founder of Highlander, found that an effective way to help students to understand the present social order is to throw them into conflict situations where the real nature of society is projected. The Highlander education does not include reading or work skills; its center is problems defined by the people. The teachers' job is to get the people talking about problems, to raise and sharpen questions, and to trust people to come up with the answers. Students share knowledge and experience and call on community resource people. (Author/AJ)

ED 110 623 CE 004 397

Industrial Arts Education: Purposes and Principles.

New York State Education Dept., Albany. Bureau of Industrial Arts Education.

Pub Date 72

Note—12p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Educational Objectives, Educational Philosophy, *Educational Principles, *Guidelines, *Industrial Arts, *Program Design, Program Development, *State Programs, Teaching Methods, Trade and Industrial Education

Identifiers—*New York

The New York State industrial arts education bulletin outlines four purposes, four principles, five program characteristics, five grade levels of the program's scope, six steps for designing a program, two instructional objectives, five instructional methods, and five organizations serving the industrial arts education needs of the State. (BP)

ED 110 624 CE 004 398

Idea Book for Career Education: Grades K-1.

Weatherford Independent School District, Tex.

Note—78p.; For related documents, see CE 004 399-400; Best copy available

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—Career Awareness, *Career Education, Elementary Education, *Grade 1, Guides, *Instructional Materials, *Kindergarten, Learning Activities, *Primary Education, Work Sheets

Identifiers—*World of Work

The heavily illustrated handbook provides a collection of informally organized career education instructional materials for kindergarten and grade one. Some of the topics stressed include: ecology, community workers, and nutrition. The instructional materials are varied and include worksheets, learning activities, games, experiments, patterns, recipes, transparency masters, and teaching outlines. A two-page resource guide concludes the document. (BP)

ED 110 625 CE 004 399

Idea Book for Career Education: Grades 2-3.

Weatherford Independent School District, Tex.

Note—158p.; For related documents, see CE 004 398 and CE 004 400

EDRS Price MF-$0.76 HC-$8.24 Plus Postage

Descriptors—Career Awareness, *Career Education, Elementary Education, *Grade 2, *Grade 3, Guides, *Instructional Materials, Learning Activities, *Primary Education, Work Sheets

Identifiers—*World of Work

The heavily illustrated handbook provides a collection of informally organized career education instructional materials for grades two and three. Some of the topics stressed include: self-concept, nutrition, measurement, weather, how clothes are made, money management, career awareness, community helpers, our environment, dinosaurs, and insects. The instructional materials are varied and include worksheets, learning activities, games, experiments, transparency masters, and teaching outlines. (BP)

ED 110 626 CE 004 400

Idea Book for Career Education: Grades 4-5.

Weatherford Independent School District, Tex.

Note—104p.; For related documents, see CE 004 398-9; Best copy available
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—Career Awareness, *Career Education, *Elementary Education, *Grade 4, *Grade 5, Guides, *Instructional Materials, Learning Activities, Work Sheets
Identifiers—*World of Work
The heavily illustrated handbook provides a collection of informally organized career education instructional materials for grades four and five. Some of the topics stressed include: self-concept, career awareness, and career exploration. The instructional materials are varied and include worksheets, learning activities, games, experiments, transparency masters, and teaching outlines. (BP)

ED 110 627 CE 004 401
Clarke, Dennis And Others
Competency Based Vocational Teacher Education; An Annotated Bibliography.
Georgia Univ., Athens. Div. of Vocational Education.
Pub Date Dec 74
Note—98p.; Best copy available
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Annotated Bibliographies, Performance Based Education, *Performance Based Teacher Education, Publications, *Resource Guides, *Teacher Education, *Vocational Education, Vocational Education Teachers
The annotated bibliography on competency-based teacher education was compiled as part of an effort to prepare guidelines for the Division of Vocational Education at the University of Georgia. The bibliography consists of 298 annotations and an updated section of 33 additional entries annotating publications received after the original document was completed. Each annotation lists the author, title, publisher, and a brief description of the document. Also cited are the ED numbers if the publication is available from ERIC. (BP)

ED 110 628 95 CE 004 403
Adult Education Training Handbook for Cultural Awareness.
BLK Group, Inc., Washington, D.C.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date May 75
Note—106p.; Text is on gold paper and may reproduce poorly
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—Adult Education, *Adult Educators, Audiovisual Aids, Audiovisual Instruction, Cross Cultural Training, *Cultural Awareness, Culture Conflict, Curriculum Planning, Guidelines, Program Design, *Program Planning, Stereotypes, Teacher Education, *Teacher Workshops, Training Objectives, *Training Techniques
The handbook provides a framework for planning and conducting a cultural awareness training program for adult education personnel. There is consideration of the problems of: training goals and objectives; design of the instructional program; determination of physical requirements; coordination with administration, personnel, and budget; preparation, coordination, and approval of a training memorandum; and planning, supervision, evaluation, and follow-up of the training effort. There is a detailed outline of a three-day program in cultural awareness; the outline includes short lectures and audiovisual materials that deal with the topics: cultural awareness in America, stereotyping, implications of culture for adult education, culture conflict and curriculum, spaces between people, cross-cultural communication, and getting in touch with feelings. The outline also includes instructional suggestions, lists of materials needed, and recommended readings. Approximately two-thirds of the handbook is devoted to the following appendixes: suggested material for a training notebook, suggested material to be distributed at an adult educators' workshop, an annotated bibliography of both printed and audiovisual materials related to cultural awareness, and a guide to the effective use of audiovisual materials. (PR)

ED 110 629 CE 004 404
Robison, Kathleen A. Canfield, Allan L.
Toward an Adult Learner Profile: An Administrative Report.
State Univ. of New York, Buffalo. Div. of Continuing Education.
Pub Date Jun 75
Note—23p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Adult Education, Adult Programs, *Adult Students, College Programs, Demography, Educational Background, Evening Students, *Noncredit Courses, Participant Characteristics, Post Secondary Education, Racial Composition, *School Surveys, *Student Characteristics, Tables (Data)
Identifiers—Buffalo, State University of New York
The report describes a statistical study of persons in credit-free programs at the State University of New York at Buffalo. Designed to develop a survey instrument for determining an adult learner profile, the study was conducted among the 1,486 persons registered in such programs in the fall of 1974 (of whom 676 responded to the written questionnaire), a group analyzed to be highly representative of the sample universe. The study determined that in the sample: most students were white, most were affiliated with either the Catholic, Protestant, or Jewish religious denominations, most were 30-39 years old, most were married, the median family income was $12,001-$15,000, a plurality were employed in professional and technical occupations, and the median highest level of education was three to four years of college. Regarding student involvement with the credit-free programs, the study determined that: most students obtained information through brochures mailed to their homes; most students considered course topic as their prime consideration in course selection; although time of class meeting was of secondary importance, most students preferred weekday evenings; and of much less significance were location, transportation, and baby-sitter availability. Seven pages of the document present supporting tables. (JR)

ED 110 630 95 CE 004 413
Hyde, William D., Jr.
Metropolitan Proprietary Schools: A Study of Functions and Economic Responsiveness. Final Report.
Chicago Univ., Ill. Comparative Education Center.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Bureau No—BR-3-0223
Pub Date Dec 74
Grant—NE-G-00-3-0124
Note—211p.
EDRS Price MF-$0.76 HC-$10.78 Plus Postage
Descriptors—Community Colleges, Cosmetology, Economic Climate, Educational Demand, *Educational Economics, Educational Research, *Enrollment Influences, Government Role, Labor Market, *Program Evaluation, *Proprietary Schools, Tables (Data), Technical Education, *Urban Schools, Vocational Education, Vocational Schools
The objective of the research is to examine how vocational proprietary schools in the Chicago area function by analyzing the schools as an industry and by treating the proprietary school as an economic entity. Several aspects of proprietary schools are analyzed: the stability, profitability, and general fiscal characteristics of the industry; the mechanics of market structure and operation within a subsector; the effect of labor market conditions on the demand for proprietary school training; the responsiveness of a proprietary school to changing market conditions and changing technology; and the influence on a school of the recent and rapid expansion of a community college offering similar courses. One chapter of the study is devoted to a time and area analysis of the cosmetology industry, and a final chapter summarizes the major findings of the research. The study is supported by a large number of statistical tables, charts, and appendixes. (Author/PR)

ED 110 631 CE 004 414
Alvir, Howard P.
Motivating Teachers in Training to Work with Career Path Training Modules.
FILMS, Albany, N.Y.
Spons Agency—Quebec Univ., Montreal.
Pub Date 27 May 75
Note—40p.; For related document, see CE 004 415
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Career Awareness, *Career Education, *Curriculum Development, Curriculum Planning, Individualized Curriculum, *Individualized Instruction, *Teacher Education, Teacher Motivation, Teaching Methods, Training Techniques, *Transparencies
The publication is designed for use in teacher education and directed towards curriculum development in career education. The collection of 24 transparencies provides illustrations of the advantages of module building for a career paths course that involves specific objectives, diagnostic pretesting, alternative learning environments, and mastery post-testing in order to provide learners with packages of self-instruction. A pretest enables the students in teacher education to classify themselves as either "module builders" or "course choppers" in developing instructional materials. The "module builder" prespecifies objectives, diagnostic pre-testing, learning environments, and mastery post-testing in order to make sure that individuals receive learnable packages of self-instruction, while the "course chopper" is more interested in the external form of a module than in the opportunity for individualization. An analytical table of contents provides the title of the transparency and the function in order to effectively delineate the advantages and incentives of "module building," thereby demonstrating the disorganization of a "course chopper." (JB)

ED 110 632 CE 004 415
Alvir, Howard P.
How to Plug-In Career Education Resources Into Your Elementary School Lesson Plan--Without Plagiarism and Without Misfits.
FILMS, Albany, N.Y.
Spons Agency—Quebec Univ., Montreal.
Pub Date 28 May 75
Note—26p.; For related document, see CE 004 414
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Career Education, Case Studies (Education), Community Attitudes, *Curriculum Development, *Primary Education, *Program Evaluation, Questionnaires, Teacher Attitudes, *Teaching Techniques
The documented case history is an account of how three teachers handled a prepackaged career education component for grades K-3. The article is divided into three sections: (1) the career education materials they received; (2) their reactions to these materials; and (3) a few guidelines. The materials present formulated objectives, considerations, resources, eight activities, and an evaluation procedure. Section two discusses how the three teachers adapted the materials and presents the questionnaire that the Superintendent of Schools sent out to the community to be utilized as feedback to the career education program. Section three is an enumerated list of guidelines. (JB)

ED 110 633 CE 004 417
Schrader, Marvin A.
Task Analysis: Optometric Assistant; Final Report and Supplement to Final Report.
Lakeshore Technical Inst., Sheboygan, Wis.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Sheboygan.
Pub Date Jun 74
Note—129p.; Pages 82 through 108 (analysis of Frequency Tables) may reproduce poorly
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—Curriculum Development, Data Analysis, Educational Needs, Educational Programs, *Health Occupations Education, Occupational Surveys, *Optometrists, *Paramedical Occupations, Post Secondary Education, *Surveys, Tables (Data), *Task Analysis
Identifiers—*Optometrist Assistants
The two-part task analysis provides data relating to: (1) the frequency and proficiency of tasks in an optometric practice that are presently or could be assigned to an assistant and (2) the employment potential for trained optometric assistant graduates. The results were to be utilized for curriculum development for the optometric assistant training program. A task analysis survey form was sent to the 347 members of the Wisconsin Optometric Association and to the 65 Optometric Assistants of Wisconsin members (with 50.4 percent of the optometrists and 66.2 percent of the assistants responding). The analysis and implications of the general information

data are discussed and indicate the necessity for curriculum to include skills and knowledges for the graduate to successfully meet certification requirements. The task analysis data, the second section, examines 14 task categories and concludes that further studies should be made in the selection of tasks for the curriculum. The 70-page appendix includes correspondence, the task analysis survey form, responses, and analyses of frequency and proficiency in tabular and graph form. The accompanying supplement to the final report supplies general information and averages of frequency responses. (JB)

ED 110 634 CE 004 418

Braaten, Larry Miller, Annette

List of State-Administered Exemplary Projects in Vocational Education: Supported Under Section 142(d) of Part D of The Vocational Education Amendments of 1968. Fiscal Year 1974.

Bureau of Occupational and Adult Education (D-HEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date May 75

Note—70p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—*Demonstration Projects, *Directories, Educational Finance, Educational Legislation, Pilot Projects, State Federal Aid, *State Federal Support, *State Programs, *Vocational Education

Identifiers—*Vocational Education Amendments 1968 Part D

The purpose of the publication is to provide a listing of the projects supported during FY 1974 in each State through grants and contracts funded by the States under section 142(d) of Part D of the Vocational Education Amendments Act of 1968. The listing, which is arranged alphabetically by State, shows the title of each project, the name of the grantee or contractor conducting the project, and the dollar amount of Section 142(d) funding obligated for the project. (Author)

ED 110 635 CE 004 419

Lithographer 3 and 2: Naval Rate Training Manual and Nonresident Career Course.

Naval Education and Training Command, Pensacola, Fla.

Report No—NAVEDTRA-10452-C

Pub Date 75

Note—661p.; Answer sheets not reproducible; Revised 1975

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0502-LP-052-2610 (Manual); 0502-LP-052-2611 (Answer Sheets))

EDRS Price MF-$1.08 HC-$33.64 Plus Postage

Descriptors—Course Content, Employment Qualifications, *Graphic Arts, Industrial Arts, *Instructional Materials, Job Skills, *Manuals, Mechanical Equipment, Military Personnel, Military Service, *Military Training, Occupational Information, Photography, *Printing, Promotion (Occupational), Reprography, Skill Development, Technical Education, Vocational Education

Identifiers—*Lithography, Navy

The rate training manual and nonresident career course (RTM/NRCC) form is a self-study package that will enable third class and second class lithographers to fulfill the requirements for that rating. Chapter one provides a brief history of printing and discusses the duties and qualifications of the Navy lithographer. Chapters two through eighteen are composed of such course topics as job planning, cold type composition, artwork preparation, photographic equipment, photographic materials, the line negative, the halftone negative, negative corrections and stripping, platemaking, the offset press, the multilith 1250, the A. B. Dick Offset Duplicator (Model 350), the ATF 20 and 20A Presses, paper and ink, bindery equipment, letterpress printing, and shop administration. Numerous diagrams and illustrations are included throughout. The document concludes with four appendixes of additional materials: reference reading, a formulary, maintenance of lithographic equipment, and a glossary. A subject index and the assignment booklet (a component) of the Nonresident Career Course conclude the document. (BP)

ED 110 636 CE 004 420

Garner, Raymond A.

Competencies Needed by Students in Agriculture and Natural Resources Education Prior to Student Teaching. Professional Series in Agricultural Education, No. 4.

Michigan State Univ., East Lansing. Dept. of Secondary Education and Curriculum.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational Education and Career Development Service.

Pub Date Aug 74

Note—32p.; For related document, see CE 004 421

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Conservation Education, Educational Coordination, Environmental Education, Instructional Improvement, *Performance Based Teacher Education, Program Improvement, *Student Teachers, Student Teaching, Surveys, Teacher Attitudes, *Teaching Skills, *Vocational Agriculture, *Vocational Agriculture Teachers

Recognizing the need for competency-based teacher education to become more closely coordinated with the field of experience of teachers, the study focuses on identifying professional competencies which majors in agriculture and natural resources education should have developed prior to student teaching. Based on interviews with four supervising teachers, a checklist of competencies was prepared and mailed to 27 vocational agriculture teachers (who had served as supervising teachers) who were asked to rank the degrees of need for mastery of each competency. The analysis of the 20 respondents indicates a great or considerable need for student teachers to have developed several competencies prior to their field work. Ratings are presented in tabular form. Nine of the highly rated competencies (instructional planning, instructional materials and resources, conducting instruction, supervised occupational experience programs, working with FFA, evaluating instruction, counseling, maintaining community relations, and maintaining a professional role) are summarized. Recommendations stress coordination of the segments of teacher education programs and improvement of these programs. An appendix containing the checklist of competencies and accompanying letter conclude the report. (JB)

ED 110 637 CE 004 421

Garner, Raymond A.

Performance Objectives in the Teaching of Vocational Agriculture. Professional Series in Agricultural Education, No. 3.

Michigan State Univ., East Lansing. Dept. of Secondary Education and Curriculum.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational Education and Career Development Service.

Pub Date Aug 73

Note—26p.; For related document, see CE 004 420

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Behavioral Objectives, *Curriculum Development, Curriculum Planning, *Educational Objectives, Individual Differences, *Performance Based Education, Performance Criteria, Vocational Agriculture, *Vocational Agriculture Teachers

The use of performance objectives in vocational agriculture is put into perspective with two assumptions. First, in formulating performance objectives, the teacher must consider the program objectives, the characteristics of the students, and the teaching resources of the community. Second, the diversity of interests, abilities, and other characteristics of teachers preclude the uniformity of general prescriptions for all teachers. The definition of the concept of a performance objective, its basis and origins (employability of students, task analysis, and goal statements), and special considerations in formulating objectives are defined. Presentations in the affective domain (attitudes and values), differences between performance objectives and other objectives, and performance objectives in the vocational agriculture field that encompass the utilization of community resources and problem-solving techniques are examined. A selected bibliography on instructional objectives completes the document. (JB)

ED 110 638 CE 004 422

Peters, Richard O.

Career Education and the Rural School Curriculum.

Pub Date Jul 75

Note—14p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Career Awareness, *Career Education, Career Exploration, Community, Curriculum Development, *Elementary Secondary Education, Occupational Information, *Program Descriptions, *Rural School Systems, Self Concept, Vocational Development, Vocational Maturity

Identifiers—New Hampshire (Groveton)

New Hampshire Supervisory School Union 58--Experimental Schools project (Groveton, New Hampshire) has developed a rural schools oriented career education program for grades K-12, which incorporates the total community. The program focuses on three major themes: (1) Self Awareness--Who Am I? (kindergarten and grade 1), (2) Awareness of Community Workers (grades 1-3), and (3) Awareness of the World of Work (grades 3-12). In grades 3-6, emphasis is on student awareness of the world of work, while in grades 7-8 exposure to the world of work is through career guidance seminars, observational activities, and elective mini-courses. In grades 9-12, students are involved in elective mini-courses, career exploration seminars, and worksite placement. Teachers write their own career awareness lessons with assistance from the career/vocational education coordinator and then test them in their classrooms and revise them before distribution to other teachers. The Cornell Career Awareness Inventory and the Career Maturity Inventory are used to determine levels of career awareness and vocational maturity. An integral part of program development is direct teacher involvement in the process through in-service training. (EA)

ED 110 639 CE 004 423

Boardman, Gerald R. Mendenhall, Elton B.

A Comprehensive Study of Vocational Interests, Occupational Opportunities and Cooperative Education for the Mid-Plains Nebraska Technical Community College Area.

Pub Date 75

Note—9p.; Paper presented at the Annual Meeting of the American Education Research Association (Washington, D.C., April 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Community Colleges, *Cooperative Education, Curriculum Development, *Educational Assessment, *Educational Planning, Employment Opportunities, Manpower Needs, Occupational Information, Occupational Surveys, School Surveys, Secondary School Students, *Technical Education, Vocational Interests

Identifiers—*Nebraska

The main purpose of the study was to develop a cooperative education plan for the Mid-Plains Technical Community College area through assessment of: (1) vocational interests of students in grades 9-12, (2) occupational opportunities of employers, and (3) various existing cooperative education programs. Vocational interest assessment consisted of administration of the Ohio Vocational Interest Survey and the Minnesota Work Values Inventory to 929 secondary students; occupational opportunities were assessed by analyzing 827 valid employer responses to an Occupational Opportunities Survey and a Cooperative Education Resources Survey. Visitation was made to all Nebraska two-year postsecondary institutions with Federal cooperative education programs as well as other selected technical community colleges with non-governmental programs. Exemplary cooperative education programs in other States also were surveyed. Findings indicated that, despite high interest levels, only about one-third of the high school students were enrolled in vocational or business-oriented programs. Future enrollments in postsecondary vocational-technical and business schools were highly related to early identification of students. The top-ranking interest area was farming-fishery-forestry, while the greatest occupational need was in the category of services. It was concluded that training programs in the services area were needed, especially for food and beverage preparation and service. (EA)

ED 110 640 95 CE 004 424
Development and Evaluation of Educational Programs in Biomedical Equipment Technology. Final Report.
Technical Education Research Center, Cambridge, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—V-257998
Pub Date Jan 75
Grant—OEG-0-8-000973-1873(085)
Note—125p.
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—Biomedical Equipment, *Curriculum Development, Curriculum Guides, Educational Programs, Field Studies, Instructional Materials, *Medical Laboratory Assistants, Pilot Projects, Post Secondary Education, Program Coordination, Program Descriptions, *Program Design, *Program Development, Program Evaluation, *Technical Education
The report describes the Biomedical Equipment Technology project carried out by Technical Education Research Centers between 1967 and 1974. The project developed a curriculum and a program for training biomedical equipment technicians in two-year schools. The report discusses the three phases of the project: development of pilot programs, coordinated program development, and dissemination and implementation. Details are provided on the development of a curriculum guide, the development and testing of instructional modules (17 modules in medical electronics and instrumentation are described briefly in an appendix), the development and dissemination of the educational program, and the internal and external evaluation of the project. Appendixes comprise approximately half of the report and include: a summary of project goals and materials developed; a description of the field trials of the medical electronics and instrumentation modules; lists of institutions, business, and industries involved in the project; figures on the dissemination of project products; and reprints of three relevant articles. (PR)

ED 110 641 95 CE 004 428
Cunningham, J. W. And Others
Clusters of Occupations Based on Systematically Derived Work Dimensions: An Exploratory Study.
North Carolina State Univ., Raleigh. Center for Occupational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Report No—DASP-10
Pub Date 74
Contract—NE-C-00-3-0069; NE-C-00-3-0070
Grant—OEG-2-7-070348-2698
Note—91p.; Report No. 10 of the Ergometric Research and Development Series
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Cluster Analysis, *Cluster Grouping, *Literature Reviews, *Occupational Clusters, Occupations, Tables (Data), Taxonomy
Identifiers—OAI, *Occupational Analysis Inventory
The study explored the feasibility of deriving an educationally relevant occupational cluster structure based on Occupational Analysis Inventory (OAI) work dimensions. A hierarchical cluster analysis was applied to the factor score profiles of 814 occupations on 22 higher-order OAI work dimensions. From that analysis, 73 occupational clusters were identified and interpreted. Although those clusters were for the most part individually meaningful, the desired hierarchical pattern of clustering did not emerge in an interpretable form, and 155 of the 814 occupations in the sample failed to cluster in a logical manner at any stage of the hierarchical process. Several factors are considered that may have attenuated the clarity of the hierarchical structure. There is a long review of literature and a brief description of the clusters grouped under the following occupations: technical/scientific, business/organizational, clerical, sales/service, health-related, teaching/counseling, art/decorative, stationary machine operating, service/repair of electrical and mechanical systems, environmental/earth-working, and manual. Nearly half of the document comprises appendixes treating: importance scale, occupational clusters formed on the basis of OAI-derived higher-order work dimensions, and mean work-dimension and attribute-requirement profiles for 73 OAI-derived occupational clusters. (Author/PR)

ED 110 642 CE 004 429
Seyfarth, John T. And Others
Selected Demographic Data from Students in the 1972-73 School Year; Employer Based Career Education. Technical Report No. 36.
Appalachia Educational Lab., Charleston, W. Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—TR-36
Pub Date Sep 73
Contract—NE-C-00-4-0008
Note—27p.; For related documents, see CE 004 430-438
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Career Education, Career Planning, Demonstration Programs, Educational Programs, Evaluation, Family Life, Individualized Programs, Pilot Projects, School Demography, Secondary Education, Secondary School Students, Standardized Tests, *Student Attitudes, *Student Characteristics, Student Opinion, Tables (Data), Testing, *Test Results, *Work Experience Programs
Identifiers—Appalachia Educational Laboratory, EBCE, *Employer Based Career Education
The report examines demographic and attitudinal characteristics of the 44 students who entered the Appalachia Educational Laboratory's Employer-Based Career Education (AEL/EBCE) program in September 1972 and January 1973. The data were obtained from student information sheets completed in February 1973. Regarding home and family life, the majority of students lived with both natural parents, in male dominated family settings. All but one of the students were unmarried. Frequency of dating varied considerably between the sexes and the class groups. The students' attitudes toward school were neutral and expressed neither strong approval nor disapproval, but most students indicated that they would continue in school even if attendance was voluntary. A substantial number of students rated their homework assignments as difficult. With respect to vocational and educational plans, one-half indicated a desire to graduate from college, and despite their involvement in the EBCE program, in some cases for as many as five months, many made their plans without help from anyone. Twenty-four tables, comprising over half the document, follow the text. (Author/JR)

ED 110 643 CE 004 430
Seyfarth, John T. And Others
Analysis of Scores on the Career Development Inventory; Employer-Based Career Education. Technical Report No. 37.
Appalachia Educational Lab., Charleston, W. Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—TR-37
Pub Date Sep 73
Contract—NE-C-00-4-0008
Note—23p.; For related documents, see CE 004 429 and CE 004 431-438
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Career Awareness, *Career Education, Demonstration Programs, Educational Programs, Evaluation, Individualized Programs, Pilot Projects, Secondary Education, Secondary School Students, Standardized Tests, *Student Characteristics, Tables (Data), Testing, Test Reliability, *Test Results, Test Validity, Vocational Development, *Vocational Maturity, *Work Experience Programs
Identifiers—Appalachia Educational Laboratory, *Career Development Inventory, CDI, EBCE, Employer Based Career Education
The report analyzes the values of the Career Development Inventory (CDI) as a means of assessing the vocational maturity of the 44 students in the Appalachia Educational Laboratory's Employer-Based Career Education (AEL/EBCE) program. The test instrument measures attitudinal and cognitive skills which correspond with program goals, and was considered sufficiently reliable and valid as a measure of vocational maturity for the purposes of evaluating the AEL/EBCE program. The results of the administration of the CDI to the students on three occasions indicate that EBCE students performed best on the cognitive section of the test, and poorest on the first of two attitudinal sections. The report concludes that compared with a tenth grade norm group, the EBCE students' entering scores on the CDI were low, and the rank of the subtest scores was the reverse of the expected order. The test also indicated the importance of a counselor with wide-ranging knowledge of vocational development theory and a variety of career experiences on the cognitive career skill development of the students. (Author/JR)

ED 110 644 CE 004 431
Ranson, James T. And Others
Analysis of Scores on the Iowa Tests of Educational Development; Employer-Based Career Education. Technical Report No. 38.
Appalachia Educational Lab., Charleston, W. Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—TR-38
Pub Date Sep 73
Contract—NE-C-00-4-0008
Note—38p.; For related documents, see CE 004 429-430 and CE 004 432-438
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Academic Achievement, *Achievement Tests, *Career Education, Demonstration Programs, Educational Programs, Evaluation, Individualized Programs, Pilot Projects, Secondary Education, Secondary School Students, Standardized Tests, Student Characteristics, Tables (Data), Testing, *Test Results, *Work Experience Programs
Identifiers—Appalachia Educational Laboratory, EBCE, Employer Based Career Education, *Iowa Tests of Educational Development, ITED
The report assesses the ability of the 44 Appalachia Educational Laboratory's Employer-Based Career Education (AEL/EBCE) students to maintain their expected academic competence as measured by a nationally normed achievement test, the Iowa Tests of Educational Development, administered at different times during the 1972-73 program year. The students comprised two groups: those entering in September 1972 and those entering in January 1973. The former were tested in September 1972 and in February and May 1973; the latter were tested in February and May 1973. Test results indicated that: students registered much greater competence in mathematics than in reading, language arts, social studies, science, and the use of sources; during the year the students' growth rate exceeded the expected growth rate, even in mathematics, in all areas except use of sources; there were no significant test score differences between the group which participated for the entire academic year and the group which participated for only half of the year; and whether students took courses for credit or non-credit had little apparent effect on performance in science, social studies, and mathematics. Three appendixes provide variance tables for growth score comparisons, post-test raw score comparisons, and subtest scores according to sex and credit/non-credit differences. (Author/JR)

ED 110 645 CE 004 432
Ranson, James T. And Others
Changes in Students' Attitudes as Measured by a Semantic Differential Instrument; Employer-Based Career Education; Technical Report No. 39.
Appalachia Educational Lab., Charleston, W. Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—TR-39
Pub Date Sep 73
Contract—NE-C-00-4-0008
Note—32p.; For related documents, see CE 004 429-431 and CE 004 433-438
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Attitude Tests, *Career Education, Changing Attitudes, Demonstration Programs, Educational Programs, Evaluation, Individualized Programs, Pilot Projects, Rating Scales, Secondary Education, Secondary School Students, Self Concept, *Semantic Differential, Standardized Tests, *Student Attitudes, Student Characteristics, Tables (Data), Testing, *Test Results, *Work Experience Programs
Identifiers—Appalachia Educational Laboratory, EBCE, *Employer Based Career Education
The report evaluates attitudinal changes among the 44 Appalachia Educational Laboratory's Employer-Based Career Education (AEL/EBCE) students during the 1972-73 academic year, as mea-

sured by the semantic differential, a test in which students were asked to select one of seven spaces separating bipolar adjectives for each of 20 pairs of adjectives describing nine different concepts or abstractions. Students examined at the beginning of their involvement in the program (Group One beginning in September 1972 and Group Two beginning in January 1973) indicated a positive attitude to only one concept, education; all other concepts were viewed as neutral. The data also indicated that the attitudes of Group One students remained fairly stable during the year. A comparative analysis of the Group One and Group Two students showed that none of the group main effects were statistically significant on any of the nine concepts, and that although some group by adjective interaction effects were found, none were meaningful in terms of the questions for which answers were sought. Of the report's three appendixes, one reproduces the semantic differential test instrument, and two provide statistical tables depicting analyses of variance for the test concepts. (Author/JR)

ED 110 646 CE 004 433

Stepp, Ermel And Others

An Investigation of Students' Scores on the Kuder Occupational Interest Survey as an Indicator of Program Outcomes; Employer-Based Career Education. Technical Report No. 40.

Appalachia Educational Lab., Charleston, W. Va.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No—TR-40

Pub Date Sep 73

Contract—NE-C-00-4-0008

Note—24p.; For related documents, see CE 004 429-432 and CE 004 434-438

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Career Education, Demonstration Programs, Educational Interest, Educational Programs, Evaluation, Individualized Programs, *Interest Tests, Personal Interests, Pilot Projects, Secondary Education, Secondary School Students, Sex Differences, Standardized Tests, Student Characteristics, *Student Interests, Tables (Data), Testing, *Test Results, Vocational Interests, *Work Experience Programs

Identifiers—Appalachia Educational Laboratory, EBCE, Employer Based Career Education, KOIS, *Kuder Occupational Interest Survey

The report investigates the pattern of interests among the 44 students at the Appalachia Educational Laboratory's Employer-Based Career Education (AEL/EBCE) program during the fall, winter, and spring of the 1972-73 program year as measured by the Kuder Occupational Interest Survey (KOIS). Group One students (those matriculating in September 1972) took the test on all three occasions; Group Two students (those matriculating in January 1973) took it on only the latter two occasions. Thirteen significant correlations were found, indicating that the number of significant occupational and college major interests of the first group of male students (17 students) was rather stable. These correlations show that students with higher numbers of interests retained higher numbers of interests. The number of occupational interests of the second group of females (13 students) was stable. Verification scores were stable, except for the second group of 10 male students. No significant differences were found in the number of significant interests in occupations or college majors for males or females in either the first or second groups between any two occasions. An appendix provides lists of scales on the KOIS arranged according to female norms, male norms, and specific college major interests. (Author/JR)

ED 110 647 CE 004 434

Ranson, James T. And Others

Analysis of Data from the Student Information System. Employer-Based Career Education. Technical Report No. 41.

Appalachia Educational Lab., Charleston, W. Va.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No—TR-41

Pub Date Sep 73

Contract—NE-C-00-4-0008

Note—29p.; For related documents, see CE 004 429-433 and CE 004 435-438

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Affective Behavior, *Career Education, Cognitive Development, Cognitive Tests, Demonstration Programs, Educational Programs, Individualized Programs, Personal Adjustment, Pilot Projects, Secondary Education, Secondary School Students, Social Adjustment, *Standardized Tests, Student Attitudes, *Student Characteristics, Tables (Data), Testing, *Test Results, *Work Experience Programs

Identifiers—Appalachia Educational Laboratory, EBCE, Employer Based Career Education, SIS, *Student Information System

The report describes an evaluation of seven affective and cognitive traits of 40 of the 44 students in the Appalachia Educational Laboratory's Employer-Based Career Education (AEL/EBCE) program during the 1972-73 program year as measured by the Student Information System (SIS). All students were tested in February and in May 1973; Group One students (those matriculating in September 1972) had had one semester's exposure to AEL/EBCE before testing, and Group Two students (those matriculating in January 1973) had had none. In the February test, Group One students appeared to have superior psychomotor creativity and superior maturity, but were inferior in learning attitude to Group Two students. In the May test, the difference in psychomotor creativity between the two groups was less and was not statistically significant. The difference between the groups in learning attitude, maturity, cognitive skills, personal adjustment, social adjustment, and flexibility remained approximately the same. Given these findings, the traits that were measured by the Student Information System questionnaire appear not to have been affected by the EBCE program. (Author/JR)

ED 110 648 CE 004 435

Seyfarth, John T. And Others

Students' Attitudes Toward the Program as Indicated by an Analysis of Interview Data; Employer-Based Career Education. Technical Report No. 42.

Appalachia Educational Lab., Charleston, W. Va.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No—TR-42

Pub Date Sep 73

Contract—NE-C-00-4-0008

Note—33p.; For related documents, see CE 004 429-434 and CE 004 436-438

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Career Education, *Career Planning, Demonstration Programs, Educational Programs, Individualized Programs, Interviews, Pilot Projects, *Program Attitudes, Program Evaluation, Secondary Education, Secondary School Students, *Student Attitudes, Student Characteristics, Tables (Data), *Work Experience Programs

Identifiers—Appalachia Educational Laboratory, EBCA, *Employer Based Career Education

The report examines the attitudes of the 44 students in the Appalachia Educational Laboratory's Employer-Based Career Education (AEL/EBCE) program toward the program as indicated by their responses to an interview schedule (included in an appendix) administered near the end of the first program year (1972-73). Regarding post-high school plans most students intended to attend college or another postsecondary educational institution, but of this group only one-fourth had specific institutions and dates of entry in mind. All students testified that the program influenced their career decision. Regarding attitudes toward AEL/EBCE, nearly all students felt that the program met or exceeded their expectations. Students favorably compared the EBCE program with the public high schools they previously attended. Regarding suggestions for improving the EBCE program, most frequent student responses concerned specific aspects of the proram such as providing better job experiences. Comparing student outcomes to program objectives revealed that students' career decision-making ability and their planning skills were insufficiently developed, whereas their occupational knowledge and communications skills developed satisfactorily. (Author/JR)

ED 110 649 CE 004 436

Seyfarth, John T. And Others

Parents' Attitudes Toward the Program as Indicated by an Analysis of Interview Data; Employer-Based Career Education. Technical Report No. 43.

Appalachia Educational Lab., Charleston, W. Va.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No—TR-43

Pub Date Sep 73

Contract—NE-C-00-4-0008

Note—31p.; For related documents, see CE 004 429-435 and CE 004 437-438

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Career Education, Demonstration Programs, Educational Programs, Individualized Programs, Interviews, *Parent Attitudes, Parents, Parent School Relationship, Parent Student Relationship, Parent Teacher Cooperation, Pilot Projects, *Program Attitudes, Program Evaluation, Secondary Education, Secondary School Students, Student Characteristics, Tables (Data), *Work Experience Programs

Identifiers—Appalachia Educational Laboratory, EBCA, *Employer Based Career Education

The report examines the attitudes of parents of 31 of the 44 students in the Appalachia Education Laboratory's Employer-Based Career Education (AEL/EBCE) program toward the program as indicated by their responses to a standard interview form (which appears in an appendix). Twelve interviews involved both the mother and the father of the student; in the remaining 19 cases the student's mother was interviewed alone. Most parents felt that the AEL/EBCE program was superior to their child's previous program. All but one felt that their child also rated AEL/EBCE as superior. More than 80 percent of parents' responses regarding behavior changes in their child described positive changes. Most parents felt their child learned as much as or more than in previous programs, especially regarding job information. Parents rated on-the-job experience as the greatest strength of the AEL/EBCE program, and transportation difficulties as its greatest weakness. More than half of the parents felt the AEL/EBCE program helped their children to choose a career. Parents' criticisms generally focused on the program's permissiveness, instructional unconventionality, and insufficient applicant screening. Regarding program objectives, parents favorably rated their child's career decision-making ability, and job-related and job-skill experience. (Author/JR)

ED 110 650 CE 004 437

Seyfarth, John T. And Others

An Investigation of the Use of Student Activity Sheets; Employer-Based Career Education. Technical Report No. 44.

Appalachia Educational Lab., Charleston, W. Va.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No—TR-44

Pub Date Sep 73

Contract—NE-C-00-4-0008

Note—23p.; For related documents, see CE 004 429-436 and CE 004 438

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Academic Achievement, Achievement Rating, *Assignments, *Career Education, Demonstration Programs, Educational Programs, Individualized Instruction, Individualized Programs, Pilot Projects, Secondary Education, *Secondary School Students, Student Characteristics, *Student Evaluation, Student Reaction, Student Records, Tables (Data), Test Results, *Work Experience Programs

Identifiers—Appalachia Educational Laboratory, EBCE, *Employer Based Career Education

The report examines the use of student activity sheets in evaluating the performance of students in the Appalachia Educational Laboratory's Employer-Based Career Education (AEL/EBCE) program. All activity sheets completed during the second semester of 1972-73 for selected participants in the following subject areas were examined and are analyzed in detail in the report: English/communications, secretarial skills, social sciences, sociology, physical and life science, and mathematics. In general the activity sheets were considered a good monitoring device in a highly flexible instructional program such as AEL/EBCE. Limitations arising from their use, however, were students' failure to comment on their assignments in the space provided and the instructional managers' mechanical repetition of assignment objectives on the sheets. The evaluation of the use of activity sheets suggests the disadvantage of adapting course work to individual student interests, the need for instructional managers' developing course outlines specifying minimum skills and understandings required of students, and the possibility of adopting a more

interdisciplinary problem-centered approach to instruction. (Author/JR)

ED 110 651 CE 004 438
Sanders, James H. Bertram, Charles L.
Evaluation Summary 1972-73; Employer-Based Career Education.
Appalachia Educational Lab., Charleston, W. Va.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Sep 73
Contract—NE-C-00-4-0008
Note—72p.; For related documents, see CE 004 429-437
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Academic Achievement, *Career Education, *Demonstration Programs, Educational Programs, Evaluation Methods, Individualized Programs, Pilot Projects, Program Attitudes, Program Descriptions, *Program Evaluation, Secondary Education, Secondary School Students, Student Characteristics, *Summative Evaluation, Tables (Data), Testing, Test Results, *Work Experience Programs
Identifiers—Appalachia Educational Laboratory, EBCE, Employer Based Career Education
The evaluation summary covers the first year's operation of the Appalachia Educational Laboratory's Employer-Based Career Education (AEL/EBCE) program. The report's first section describes the student, employer-related, and parent-related goals of the program; program operation and costs; and replication concerns (transportation, costs per student, site coordination, and translation of student work into academic credit). Another section on methodology describes the students and employers who participated in the program, the program's treatment of the students and employers, and the design and use of the various instruments used in the program evaluation. A third section on results considers students' academic achievements, career maturity, attitudes toward EBCE and miscellaneous student indicators, and parents' and employers' reactions to the program. Two final sections present a summary and conclusion and a discussion of the evaluation. Eight appendixes which collectively comprise 25 pages include: number, title, and authors of FY 1973 EBCE Evaluation Reports; numbers of students placed at employer sites 1972-73; employer site/cluster distribution; semantic differential; activity sheet; student interview form; parent interview schedule; and parent questionnaire. (JR)

ED 110 652 CE 004 439
Clark, Raymond M.
Experiences in Vocational Agricultural Education. Part 1, Teaching High School Students.
Michigan State Univ., East Lansing. Coll. of Education.
Pub Date Aug 71
Note—49p.; For related documents, see CE 004 440-444
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Agricultural Education, *Case Studies (Education), Effective Teaching, High School Students, Problem Solving, *Secondary Education, Teacher Developed Materials, *Teacher Education, Teaching Experience, *Teaching Methods, Vocational Agriculture, *Vocational Agriculture Teachers, Young Farmer Education
Part 1 of a 6-part series of pamphlets deals with anecdotes from the author's diverse teaching experiences in a high school vocational agriculture program. The 11 stories, to be utilized in vocational agriculture teacher education, are followed by questions and activities analyzing the case studies and prompting alternative solutions. The stories revolve around a vocational agriculture teacher's experiences with both parents, students, and teachers in dealing with: program devalopment, agricultural improvement, teaching problems, low-achievers, father-son relationships; students' psychological problems, animal husbandry, student placement in vocational agriculture programs, disciplinary problems, and field trips. (JB)

ED 110 653 CE 004 440
Clark, Raymond M.
Experiences in Vocational Agricultural Education. Part 2, Future Farmer Program.
Michigan State Univ., East Lansing. Coll. of Education.
Pub Date Sep 71
Note—27p.; For related documents, see CE 004 439, CE 004 441-444
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Agricultural Education, *Case Studies (Education), *Program Coordination, Secondary Education, Teacher Developed Materials, *Teacher Education, Teaching Experience, Vocational Agriculture, *Vocational Agriculture Teachers, Young Farmer Education, *Youth Clubs
Identifiers—FFA, *Future Farmers of America
Part 2 of a 6-part series of pamphlets deals with anecdotes of a vocational agriculture teacher's experiences in a Future Farmer program. Designed for use in pre-service and in-service vocational agriculture teacher education, the five stories are aimed primarily at discussing common problems in this area. The stories are concerned with the conduct of FFA projects, the financial administration of FFA money, and methods to provide desirable training. Each anecdote is followed by questions and activities for discussion. (JB)

ED 110 654 CE 004 441
Clark, Raymond M.
Experiences in Vocational Agricultural Education. Part 3, Post-High School Farmer Training Programs.
Michigan State Univ., East Lansing. Coll. of Education.
Pub Date Oct 71
Note—52p.; For related documents, see CE 004 439-440, CE 004 442-444
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Adult Farmer Education, Agricultural Education, *Case Studies (Education), Educational Philosophy, State Supervisors, Student Teacher Relationship, *Teacher Education, Teaching Experience, *Teaching Methods, Vocational Agriculture, Vocational Agriculture Teachers, *Young Farmer Education
Part 3 of a 6-part series of pamphlets contains anecdotes of a vocational agriculture teacher's (who was also a State Supervisor) experiences in both young farmer and adult farmer programs. The pamphlet, based on actual happenings, is intended primarily for use in pre-service and in-service vocational agriculture teacher education and presents questions and activities at the conclusion of each story to prompt discussion. The five stories in the first section, Young Farmer Programs, revolve around class organization, program revision by students, political activity, State supervisors, and family involvement. The 10 stories in the second section, Adult Farmer Programs, focus on adult classes, the teacher student relationship, farm visits, activities, problems, and field trips. (JB)

ED 110 655 CE 004 442
Clark, Raymond M.
Experiences in Vocational Agricultural Education. Part 4, Problems of Relationships.
Michigan State Univ., East Lansing. Coll. of Education.
Pub Date Jun 72
Note—40p.; For related documents, see CE 004 439-441, CE 004 443-444
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Agricultural Education, *Case Studies (Education), Educational Philosophy, *Interpersonal Relationship, Secondary Education, Student Teacher Relationship, Teacher Administrator Relationship, *Teacher Education, Teaching Experience, *Teaching Methods, Vocational Agriculture, *Vocational Agriculture Teachers
Part 4 of a 6-part series of pamphlets contains anecdotes of a vocational agriculture teacher's (who was also a State supervisor) experiences in the area of problems of relationships. The eight stories, based on actual happenings, illustrate relationships with students, with school administrators, with teachers, and with parents and relatives. The anecdotes are directed toward use in both in-service and pre-service vocational agriculture teacher education with questions at the conclusion of each story to prompt discussion and alternative solutions. (JB)

ED 110 656 CE 004 443
Clark, Raymond M.
Experiences in Vocational Agricultural Education. Part 5, Program Planning.
Michigan State Univ., East Lansing. Coll. of Education.
Pub Date Jun 72
Note—59p.; For related documents, see CE 004 439-442 and CE 004 444
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Agricultural Education, *Case Studies (Education), Educational Objectives, Educational Philosophy, Farmers, Farm Management, *Program Planning, *Teacher Education, Teaching Experience, *Teaching Methods, Vocational Agriculture, *Vocational Agriculture Teachers, Young Farmer Education, Youth Clubs
Part 5 of a 6-part series of pamphlets contains anecdotes of a vocational agriculture teacher's experiences (also a State supervisor) in the area of program planning. The 12 stories, based on actual happenings, are intended for use in both pre-service and in-service vocational agriculture teacher education, and discuss encounters with the board of education, advisory council, and school farms; the planning of activities with the Future Farmers of America; and program development. Questions at the conclusion of each story prompt discussion and alternative solutions. (JB)

ED 110 657 CE 004 444
Clark, Raymond M.
Experiences in Vocational Agricultural Education. Part 6, Student Teachers.
Michigan State Univ., East Lansing. Coll. of Education.
Pub Date Jun 72
Note—30p.; For related documents, see CE 004 439-443
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Adult Farmer Education, Agricultural Education, *Case Studies (Education), Discipline, Farm Visits, Student Teachers, *Student Teaching, *Teacher Education, Teaching Experience, *Teaching Methods, Vocational Agriculture, *Vocational Agriculture Teachers, Young Farmer Education
The final document in a 6-part series of pamphlets contains anecdotes of a vocational agriculture teacher's experiences (also as a State supervisor) in the area of student teaching. The six stories, based on actual happenings, are intended for use in both pre-service and in-service vocational agriculture teacher education. They deal with several aspects of student teaching based on experiences in the early 1950's: adult farmer classes, farm visits, discipline, teachers' personalities, and clubs. Questions at the conclusion of each story prompt discussion and alternative solutions. (JB)

ED 110 658 CE 004 445
Adult Education Legislation in Ten Countries of Europe.
European Bureau of Adult Education, Bergen (Netherlands).
Pub Date 74
Note—74p.; Special Issue--Selections from various issues of Notes and Studies (numbers 62-63)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Adult Education, Educational Finance, *Educational Legislation, Educational Objectives, Financial Support, *Foreign Countries, *Organizational Development, *State of the Art Reviews, Tables (Data), Teacher Education, Teacher Salaries
Identifiers—Austria, Belgium, Denmark, France, Netherlands, Norway, Sweden, Switzerland, United Kingdom, West Germany
The booklet reports on the results of a meeting of 10 nations held, under the auspices of the European Bureau of Adult Education, to make determinations about the present and future states of legislation which affects adult education. The 10 nations represented were: Austria, Belgium, Denmark, France, West Germany, the Netherlands, Norway, Sweden, Switzerland, and the United Kingdom. There is a brief survey of present conditions in each of the nations. The conference's recommendations concerning future legislation are outlined within the following framework: objectives and tasks of adult education; organization and structure; financial support; educational leave; staff, status, and working conditions; and training for teachers and organizers of adult education. The major portion of the booklet is a comparative survey of current (through July 1974) legislation in each of these areas for each of the countries. Most of the material is presented in either outline or tabular form. A separate section tabulates new laws on

adult education in the Federal Republic of Germany. A final section lists adult education laws and regulations for each of the countries. (PR)

ED 110 659 CE 004 446
Morton, J. B. And Others
Cycle Seven Report: Occupational Training Information System (OTIS).
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Research, Planning, and Evaluation.
Pub Date Jan 75
Note—545p.
EDRS Price MF-$0.92 HC-$27.29 Plus Postage
Descriptors—Comparative Analysis, Data Analysis, Demand Occupations, Educational Programs, Employment Opportunities, Employment Patterns, *Employment Statistics, Job Market, Labor Force, Labor Market, *Labor Supply, *Manpower Needs, Manpower Utilization, Occupational Clusters, *Occupational Surveys, *State Programs, Tables (Data), *Vocational Education
Identifiers—*Oklahoma
The purpose of the report is to enumerate current (for the year ending June 30, 1975) data on manpower supply and demand on selected occupations and training programs in Oklahoma. An introduction explains how the data were acquired. The tables list occupations, the number of workers in demand for each occupation, and the number of workers (primarily from vocational-technical and adult training programs) in supply. The occupational supply is tabulated according to its educational source: vocational-technical schools (secondary, postsecondary, and adult) or other educational supply (Federal, private schools, and Oklahoma Employment Security Commission registrants). A separate column indicates the numerical difference between the two. There is a separate table for each of 11 regions in the State. The report cautions that its data are to be viewed dynamically and not to be regarded as absolute values. (Author/PR)

ED 110 660 CE 004 449
Thomas, Hollie B., Comp.
Summaries of Research and Development Activities in Agricultural Education: Central Region, 1973-74.
Florida State Univ., Tallahassee. Dept. of Vocational, Technical, and Career Education.
Pub Date Dec 74
Note—114p.
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—*Agricultural Education, *Annotated Bibliographies, Educational Programs, *Research Projects
The document is an annotated bibliography of 61 studies in agricultural education reported during 1973-74 in the Central States region arranged alphabetically by author. For each entry an outline of the purpose, method, and findings of each study is provided. Access is by way of a subject index. A list of studies (including dissertations) in progress for 1974-75 is included, arranged alphabetically by author. (PR)

ED 110 661 CE 004 450
T & D Publications. Vol. 13, No. 2.
International Labour Office, Geneva (Switzerland).
Pub Date Mar 75
Note—58p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Abstracts, *Adult Education, *Vocational Education
The pamphlet is international in scope and contains 32 brief news items and abstracts of 20 documents of interest to adult education and vocational education. The books and articles abstracted deal with the following topics: training and employment of mother's helps; vocational education; Canadian adult basic education; educational leave; career preparation; continuing training; behavior modification; training courses for management staff; involving apprentices in vocational courses; further training for foremen; teacher and student attitudes towards vocational education; personnel development; pedagogical problems connected with the personality of the young worker; quantifying program effectiveness; entry of young persons into employment; manpower forecasting for the engineering industry; education, unemployment, and economic growth; causes of labor turnover in the construction industry; factors influencing occupational mobility; and pre-vocational education. All materials have 1973 or 1974 publication dates. (PR)

ED 110 662 CE 004 451
Kegin, Denis J.
Teacher Liability in School-Shop Accidents.
Pub Date 73
Note—148p.
Available from—Prakken Publications, Inc., 416 Longshore Drive, P.O. Box 623, Ann Arbor, Michigan 48107 (Cloth bound $6.50; Paperback $4.50)
Document Not Available from EDRS
Descriptors—Accident Prevention, *Federal Legislation, Injuries, *Legal Responsibility, Safety, *School Accidents, School Safety, School Shops, *State Legislation, *Teacher Responsibility
Identifiers—*Liability
The intent of the book is to stimulate interest in the problem of shop-teacher liability and to identify certain needs which have not been adequately met by existing laws and statutes. Chapter 1, The Significance of Teacher Liability, discusses basic legal considerations, the environment of the school shop, and the possibility of liability. Chapter 2, Elements of Liability, pinpoints negligence as the basic problem of liability and discusses the law concerning contributory negligence. Chapter 3, The Nature and Extent of Shop-Teacher Liability, describes the function of the State in relation to the public school system by explaining in detail: common law, statutory law, school law, the legislation regarding school districts, common-law immunity, legal status of teachers, school-shop accidents, and court cases. Chapter 4, Safeguarding Teachers from Litigation and Damage Claims, discusses legislation of benefit to school teachers passed in several States and the abrogation of common-law immunity. Chapter 5, Safety: An Instrument in Preventing Liability, presents suggestions as well as legislation concerning safety measures to prevent accidents. Chapter 6, The Consequences of Liability, covers recommendations based on needs. Eight appendixes containing pertinent materials and information and a selected bibliography are included. (JB)

ED 110 663 CE 004 452
Sanders, Carol And Others
CERL Project (Career Education Resource Laboratory Project) Final Report. Phase II.
Eastern Illinois Univ., Charleston. Center for Educational Studies.
Spons Agency—Illinois Research and Development Coordinating Unit, Springfield.
Pub Date May 75
Note—59p.; For the Phase 1 final report, see ED 101 077
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Career Education, Community Resources, Inservice Teacher Education, *Resource Centers, Teacher Workshops
The purpose of Career Education Resource Laboratory (CERL) at Eastern Illinois University is to provide services to the 125 schools in the area and to the Division of Vocational and Technical Education at the University. During Phase 2 of the project the laboratory has presented 20 in-service workshops for area school districts; conducted indoctrination and consultation sessions; developed a directory of resources and services offered by industry, parents, and teachers in a 10-county area of east-central Illinois; distributed a free monthly newsletter; demonstrated the Computerized Vocational Information System; and previewed and evaluated commercial educational materials. Each of these accomplishments is described. More than half of the booklet is made up of appendixes which reproduce workshop handouts, CERL materials, correspondence, and publicity. (PR)

ED 110 664 95 CE 004 453
Braaten, Larry Miller, Annette
State-Administered Research and Development Projects in Vocational Education Supported Under Section 131(b) of Part C of the Vocational Education Amendments of 1968: Fiscal Year 1974.
Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
Pub Date May 75
Note—96p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Educational Research, *Research Projects, *State Federal Aid, *State Federal Support, *Vocational Education
Identifiers—*Vocational Education Amendments 1968
The listing of State-administered research and development projects was compiled on the basis of information supplied to the U. S. Office of Education by each State. The arrangement is alphabetical by State and for each project provides the title, the name of the grantee or contractor conducting the project, and the amount of Section 131(b) funding obligated for the project. For any given State, the total amount of funds obligated in a particular fiscal year may or may not be equal to the State's allotment for that fiscal year. The two reasons for this difference between funds allotted and funds obligated for grants and contracts are: (1) that a State may reserve some of the State allotment for support of the State Research Coordinating Unit, using the remaining amount for the award of grants and contracts, and (2) that a State could carry unused funds over and obligate them in the following year. (Author/JB)

ED 110 665 95 CE 004 454
Building and Using Staff Development Resources for Adult Education: A Five-Year Report: 1969-74.
Southern Regional Education Board, Atlanta, Ga.
Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.
Pub Date Dec 74
Note—63p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Adult Basic Education, Adult Educators, Advisory Committees, Diffusion, Inservice Teacher Education, *Interinstitutional Cooperation, *Projects, Regional Cooperation, *Staff Improvement, *Statewide Planning
Identifiers—Adult Education Staff Development Project, Region IV
The purpose of the original three-year project was to establish a comprehensive regional plan for professional staff development for teachers of disadvantaged adults in the Southeast, but the focus shifted during the following two year phase toward using these resources for disseminating the latest and best information and materials. A project dateline outlines the major activities and dates. The report outlines the roles of various State, Federal, and local institutions; the barriers the project faced; and the motivations of people and groups responsible for creating the first regional staff development project in adult basic education (ABE). The two phases of the project are discussed in terms of the six formulated objectives and outcomes. Phase 1 developed State and regionwide staff development systems and Phase 2 utilized these staff development systems as vehicles for disseminating innovative ideas and materials to ABE teachers at the local level. Major outcomes were: stronger leadership in State departments of education, university and college services for staff development in adult education, trainers for inservice personnel, planning committees, establishing written plans for each project, and obtaining technical expertise for the projects. Recommendations focus on the strengthening of services and programs. (JB)

ED 110 666 95 CE 004 455
Hampson, David H.
Educational Product Development and Evaluation. Report No. 11.
North Carolina State Univ., Raleigh. Center for Occupational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-02-2591
Pub Date Dec 73
Grant—OEG-0-72-4676(725)
Note—25p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Curriculum Design, *Curriculum Development, *Curriculum Evaluation, *Educational Needs, Educational Objectives, *Educational Research, Formative Evaluation, Information Dissemination, State of the Art Reviews, Summative Evaluation
The focus of the state of the art paper is on educational product development and evaluation, a relatively new field. After defining the terms curriculum, development, and evaluation, the report classifies the two major forms of curriculum development as system-based (external changes

brought into curriculum) and subject-based (internal changes in the content of the curriculum). Three contemporary strategies for curriculum development are: the Tyler strategy (preliminary analysis, selecting and defining objectives, selecting and creating learning experiences, organizing learning experiences, and curriculum evaluation), the DeVault and Anglin strategy, (needs assessment, development and tryout, field verification, and implementation), and the Popham strategy (goal selection, explication of the product's mission, development of the initial product, developmental testing and revision, installation testing, and diffusion). Evaluation in product development involves both summative and formative evaluation, the latter having a major role in the development of curriculum products. Formative evaluation helps form and provide feedback information in a systematic manner and assists the curriculum development process by examining procedures and materials. Implications for further instructional product development emphasize: curriculum development as a practical matter, early dissemination, the unity and continuity of curriculum development, and the necessity of post-publication evaluation. References conclude the report. (JB)

ED 110 667 95 CE 004 457
[Innovative Programs in Adult Education: United States.]
Adult Education Association of U.S.A., Washington, D.C.; World Education, Inc., New York, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jan 75
Note—43p.; Papers presented at the Multi-National Workshop on Basic and Functional Education for Adults (Washington, D. C., January 5-10, 1975)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Adult Education, *Adult Education Programs, *Educational Innovation, *Program Descriptions
The seven descriptive position papers were prepared after selection for the Multi-National Workshop on Basic and Functional Education for Adults. Those selected are significant innovative programs of adult education in the U. S. which may have direct applicability to improving program practices in various parts of the world. The programs described are: the Appalachian Adult Education Center (Morehead State University, Kentucky); The Georgia Expanded Food and Nutrition Project (Georgia Cooperative Extension Service, Athens); The Dr. Martin Luther King, Jr. Adult Education Center (Kankakee, Illinois); Top of Alabama Regional Adult Secondary Education Project (Huntsville, Alabama); Regional Occupation Centers and Programs (Los Angeles Unified School District); Minnesota Literacy Council, Inc. (St. Paul, Minnesota); and Parents and the Developing Child (Utah State Board of Education). Information such as the program's setting, organization and administration, program description, educational strategy and activities, and future activities and projections is discussed in detail for each program. (BP)

ED 110 668 95 CE 004 458
[Innovative Programs in Adult Education: Foreign.]
Adult Education Association of U.S.A., Washington, D.C.; World Education, Inc., New York, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jan 75
Note—54p.; Papers presented at the Multi-National Workshop on Basic and Functional Education for Adults (Washington, D. C., January 5-10, 1975)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Adult Education, *Adult Education Programs, *Educational Innovation, Foreign Countries, *Program Descriptions
Identifiers—Colombia, Honduras, Kenya, Philippines, Tanzania, Thailand
The six descriptive position papers were prepared after selection for the Multi-National Workshop on Basic and Functional Education for Adults. Those selected are significant innovative programs of adult education in other countries that may have direct applicability to improving program practices in various parts of the world. The six programs described are: Adult Education in Tanzania; A National Movement; The Functional Literacy and Family Life Planning Project (Thailand); Accion Cultural Popular (Colombia); Concorde--Honduras; Functional Education for Family Life Planning Project (Neuva Ecija, Philippines); and Village Polytechnics--Kenya. Each paper describes in detail the program's setting, organization and administration, program and activities, educational strategy, and future activities and projections. (BP)

ED 110 669 CE 004 459
Bank, Ira M.
World of Workers: A Career Education Gamebook.
Pub Date 73
Note—49p.; First of a series; For second level, see CE 004 460; For third level, see CE 004 461
Available from—Chronicle Guidance Publications, Inc., Moravia, New York 13118 ($1.00)
Document Not Available from EDRS
Descriptors—Career Awareness, *Career Education, *Childrens Games, Classroom Games, *Educational Games, Elementary Education, Instructional Materials, *Learning Activities, Occupational Information
The World of Workers career education gamebook for elementary grades 2 and above contains 49 workbook pages of word games that provide clues to 36 occupations, whose titles form the entries in a crossword puzzle, plus activities to supplement regular classroom presentation or to form a center for the introduction of occupations. (Author/JR)

ED 110 670 CE 004 460
Bank, Ira M.
Community Careering: A Career Education Gamebook [and Instructor's Guidebook].
Pub Date 74
Note—75p.; Second in a series; For first level, see CE 004 459; For third level, see CE 004 461
Available from—Chronicle Guidance Publications, Inc., Moravia, New York 13118 ($1.00, gamebook; $3.00, guidebook)
Document Not Available from EDRS
Descriptors—Career Awareness, *Career Education, *Childrens Games, Classroom Games, *Educational Games, Elementary Education, Instructional Materials, *Learning Activities, Occupational Clusters, Occupational Information, *Teaching Guides, Tests
The Community Careering career education gamebook for elementary grades 3 and above introduces 57 occupations in three interrelated occupational clusters: looking around me, my family and my friends, and my community and me; it includes 25 career awareness games and a pretest and a posttest. The accompanying guidebook for teachers provides objectives, discussion questions, organizational formats, answers, and related activities for each of the 25 career awareness games, and describes over 75 related student activities. (Author/JR)

ED 110 671 CE 004 461
Bank, Ira M.
Curriculum Careering: A Career Education Gamebook [and Instructor's Guidebook].
Pub Date 74
Note—89p.; Third in a series; For first level, see CE 004 459; For second level see CE 004 460
Available from—Chronicle Guidance Publications, Inc., Moravia, New York 13118 ($1.00, gamebook; $3.00 guidebook)
Document Not Available from EDRS
Descriptors—Career Awareness, *Career Education, *Childrens Games, Classroom Games, *Educational Games, Elementary Education, Instructional Materials, Integrated Curriculum, *Learning Activities, Occupational Information, *Teaching Guides, Tests
The Curriculum Careering career education gamebook for elementary grades 4 and above introduces 135 occupations through 25 career education games, a pretest and a posttest, while reinforcing curriculum concepts in the following subject areas: art, music, physical education, health, science, mathematics, social studies, and English. The accompanying teacher's guidebook contains over 175 related activities for classroom use, and provides objectives, discussion questions, organizational formats, proper responses to workbook activities, and anticipated behavioral outcomes. (Author/JR)

ED 110 672 CE 004 462
Cotton, John W.
Par for the Corps: A Review of the Literature on Selection, Training, and Performance of Peace Corps Volunteers.
Pub Date 75
Note—487p.
EDRS Price MF-$0.92 HC-$24.75 Plus Postage
Descriptors—Data Analysis, Evaluation, *Federal Programs, *Government Employees, Institutional Research, Literature Reviews, Organizations (Groups), *Overseas Employment, Personnel Data, *Personnel Selection, Program Evaluation, Research, Research Needs, Research Utilization, Statistical Studies, Statistical Surveys, Tables (Data), Task Performance, *Volunteers, Volunteer Training
Identifiers—*Peace Corps
The Peace Corps has probably had the most comprehensive system ever developed for large-scale selection of personnel; by 1973, nearly 400,000 persons had applied for appearance. During much of its history, a Division of Research has been operative; the monograph surveys most of the publications of that division as well as a number of other studies performed independently of the Peace Corps. The purposes of this review are to: (1) describe the personnel selection procedure; (2) report and evaluate research on personnel assessment, selection, training, and overseas performance, (3) suggest ways of utilizing research findings; and (4) suggest specific research needs. The book disseminates information not generally available, includes a good deal of general background material about the Peace Corps, and emphasizes numerical and empirical data. Autobiographical books or journalistic analyses have been omitted or treated briefly; some interpretive articles are discussed. The book is technical in tone and noncontroversial in nature. Only the final chapter, "An Overview of Peace Corps Goals and Research," is concerned in part with value statements and summary evaluations of specific programs or of the Peace Corps as a whole. A 41-page bibliography is included. (Author/AJ)

ED 110 673 CE 004 463
Marland, S. P., Jr.
[Career Education: A Retrospect and a Prospect.]
Pub Date 7 Apr 75
Note—14p.; Speech presented at the North Central Association of Colleges and Universities (Chicago, Illinois, April 7, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Career Education, College Graduates, *Educational Planning, Futures (of Society), Occupational Aspiration, *Post Secondary Education, Speeches, *State Action, Vocational Development
Identifiers—College Entrance Examination Board
Today's harsh economy gives a spirit of urgency to the call for an effective harmonizing of occupational development with academic learning. Whether we as teachers or administrators are in agreement or not, the evidence is very clear that our students expect their college years to yield occupational as well as academic outcomes. It is time that we bring system and order, curricular strength, and philosophical unity to a condition that remains in many places ad hoc, unsystematic, and not consciously and deliberately responsive to the lifetime needs of learners and wage-earners. Within the past year, the College Entrance Examination Board has taken two integrally related steps toward becoming a significant force in career development during the remainder of this decade, and, perhaps, on into the 1980's. The first consists of a State-level study of career education now in its final stages. The study is exploring a number of barriers to full implementation of career education at the State level. The College Board is also attempting to come to grips with a concrete service to the process of career education. We have studied numerous institutions across the country to identify good linkages between schools and the workplace. The list of worthy sites where career education is finding a prominent place is nearly endless. (Author)

ED 110 674 CE 004 464
A Critique of Research Entitled "The Effectiveness of Public and Proprietary Occupational Training" by Wellford W. Wilms.
American Vocational Association, Washington, D.C.
Pub Date 31 Oct 74

Note—15p.; For the original Wilms study, see ED 100 459
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Analytical Criticism, *Content Analysis, Educational Benefits, *Educational Research, Evaluation, Literature Reviews, Post Secondary Education, Program Effectiveness, *Proprietary Schools, Public Schools, *Research Methodology
Identifiers—Wilms (Wellford W)
The findings, conclusions, and recommendations of the Wilms study leave much to be desired. The reported results and interpretation of those results are generally not supported, nor was the design adequate either to confirm or refute the author's central hypothesis. In its present state, the report of the study cannot serve as a valid professional reporting source. The report departs from the generally accepted format of scientific reports and mixes facts and interpretations rather freely. In order to assess the study, therefore, the reviewers were forced to reconstruct it according to the logical sequence found in most technical reports, i.e., problem, objectives, method, results, conclusions, and recommendations. The review conforms to that sequence. The reviewers believe that few verifiable results have emerged, or could have emerged, from the study because of numerous design flaws and a severe lack of the design and procedural information which would be needed to evaluate the study's adequacy. Editorializing of the author's biases and assumptions occur throughout the report, unsupported by study data. When the data do not support the author's expectations, there seems to be a tendency to dispell undesired conclusions with an alternative explanation or assumption not based on study data. (Author/PR)

ED 110 675 CE 004 465
Doraiswami, S.
Curriculum Preparation for Adult Education Programme--An Indian Experiment.
Ministry of Education and Social Welfare, New Delhi (India).
Pub Date Nov 74
Note—22p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Adult Basic Education, *Adult Education, Adult Farmer Education, Agricultural Education, *Curriculum Development, *Developing Nations, Disadvantaged Groups, Economic Disadvantagement, Farmers, Foreign Countries, *Functional Illiteracy, Pilot Projects, Problem Solving, Program Descriptions, Programs
Identifiers—*India
Traditional adult education has been literacy-oriented, but the curriculum content and methodology has been inadequate in maintaining motivation and interest. An important effort to eradicate these problems has been the Farmer's Functional Literacy Program in India. This major project relates adult education and training in modern agricultural practices. The experimental project was designed in India to develop curriculum materials specifically oriented to problem-solving rather than oriented solely to information supply. The project's five phases consisted of: an exploratory phase, a syllabus and curriculum construction phase, material preparation phase, an action phase, and an evaluation. A survey was conducted to identify crucial problems faced by farmers. From the findings, problems and objectives were classified and selected. Remedial measures were established, focusing on these problems. The organization of the syllabus reformulated the problems in terms of positive remedial operations and transformed into units or contents which are described. The two steps in the syllabus incorporate these remedial measures for farmers and then convey skills needed for improvement. Illustrations of problem-solving approach and curriculum development are provided. A brief report of the action phase is provided, and tentative evaluation criteria discussed. (Author/JB)

ED 110 676 CE 004 466
Barger, Clarence G.
Driver Education for New York City High Schools: Curriculum Bulletin: 1973-1974 Series, No. 4.
New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.
Pub Date 74
Note—175p.; Pages 124 through 136 of official New York State forms will reproduce poorly
Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 ($7.00)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Adult Education Programs, *Curriculum Guides, *Driver Education, Educational Equipment, Equipment Maintenance, Equipment Utilization, Evaluation Methods, *Instructional Materials, Program Development, Resource Guides, Scheduling, Secondary Education, State Standards, Summer Schools, Teacher Qualifications, Teaching Methods
Identifiers—New York (New York)
The New York City revised curriculum bulletin is designed to offer maximum assistance (1) to high school administrators to plan and establish a State-approved driver education program and (2) to instructors who will teach in such programs. Chapter 1, on organizing driver education programs, discusses in detail the types of instruction in day secondary schools, qualifications for instructors, establishing a driver education program, practice driving equipment, evaluation, other driver education programs, and scheduling. Chapter 2, on teaching driver education, discusses in detail classroom teaching and practice driving instruction; provides instructional guides for 23 units (each unit presents the topic, recommended time, objectives, a synopsis, a list of teaching highlights, and a list of student activities); lists 23 practice driving instructional guides specifying instructional areas, teacher orientation, and student objectives; discusses teaching with simulators; and gives suggestions for motorcycle and motor bike driver education. The 10 appendixes contain information on the New York State Motor Vehicle and Traffic Laws; New York City traffic regulations; a glossary; samples of official New York State forms; a list of teaching, safety, and test equipment dealers; additional resources; and a list of sources of driver education films and filmstrips with corresponding code numbers. (Author/BP)

ED 110 677 CE 004 468
Wagaman, Dean And Others
What About Vocational Education? (WAVE); A Guideline for Action in the 70's. Part 1.
Washington State Coordinating Council for Occupational Education, Olympia.
Pub Date Nov 70
Note—32p.; For related documents, see CE 004 469-471
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Agricultural Education, Business Education, Distributive Education, *Educational Needs, Elementary Secondary Education, Employment Trends, Family Life Education, Guidelines, Health Occupations Education, Home Economics, Office Occupations Education, *Program Development, *State Programs, Technical Education, Technological Advancement, Vocational Development, *Vocational Education, Working Women, Youth
Identifiers—*Washington
Intended as an aid to administrators, the booklet presents a brief overview of the present state of vocational education. It provides bits of information and statistics on a variety of topics: the necessity of vocational education, youth, vocational education and occupations in Washington State, employment trends, new emerging technologies, women in the world of work, and program development. Information related to program needs is provided on: agriculture education; business and office occupations; distributive education; home and family life education; home economics and related occupations; trade, technical, industrial, and health occupations; and exemplary programs. (PR)

ED 110 678 CE 004 469
Crewdson, Alex
Who Am I? Where Am I Going? How Do I Get There? A Guideline for Career Awareness. Part 2: What About Vocational Education? (WAVE).
Washington State Coordinating Council for Occupational Education, Olympia.
Pub Date Sep 71
Note—31p.; For related documents, see CE 004 468-471; Not available in hard copy due to marginal reproducibility of original document
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—*Activity Learning, *Career Awareness, *Career Education, Class Activities, Elementary Secondary Education, Learning Activities, *State Schools
Identifiers—*Washington
The booklet is intended to share ideas about a variety of career awareness activities which now exist in the State of Washington. Activities in each of a number of schools are described briefly and are accompanied by photographs of students participating in the activities. Most of the projects are for elementary and junior high students, though a few are also for kindergarten students and high school seniors. (Author/PR)

ED 110 679 95 CE 004 470
Karlson, Larry A., Comp.
Quality Career Guidance: Proposed Standards for Career Guidance, Counseling and Placement Programs. Part 4: What About Vocational Education? (WAVE).
Missouri Univ., Columbia.; Washington State Coordinating Council for Occupational Education, Olympia.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Pub Date Jan 75
Grant—OEG-0-71-4463
Note—17p.; For related documents, see CE 004 468-471; Not available in hard copy due to marginal reproducibility of original document
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—*Career Education, Career Planning, Guidance Objectives, *Guidance Programs, Guidelines, Job Placement, Program Administration, *Program Development, Program Planning, Statewide Planning, *Vocational Counseling
Identifiers—Washington
The booklet provides some guidelines and suggestions around which career guidance programs may design their standards. It discusses and briefly outlines some recent legislation, publications, speeches, and committee actions which deal with the objectives and methods of career guidance. It lists 10 assumptions which should be considered when establishing indicators of quality on which a career guidance, counseling, and placement model could be developed and evaluated. Included is a checklist of questions about a career guidance program, organized around five specific elements: program planning and development, organization and administration, staffing, program operations, and evaluation. (Author/PR)

ED 110 680 95 CE 004 471
Shoemaker, James T., Comp. Wanamaker, Dennis, Comp.
Quality Career Guidance: A Proposed System to Develop Programs. Part 5: What About Vocational Education? (WAVE).
Missouri Univ., Columbia.; Washington State Coordinating Council for Occupational Education, Olympia.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Pub Date Jan 75
Grant—OEG-0-71-4463
Note—25p.; For related documents, see CE 004 468-470
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Career Education, Career Planning, *Educational Objectives, Educational Strategies, *Elementary Secondary Education, *Models, *Program Development, Program Planning, Statewide Planning, Systems Development
Identifiers—Washington
The booklet explains the selection and use of a system to build career development programs and presents a sample career development program produced by the system. The system provides a framework to build a program and is based on the theory of three levels of learning--perceptual, conceptual, and generalization. The model, or sample system, is organized around five goals: self-awareness and self-identity, career awareness, career planning, career preparation, and work and leisure. Each goal is subdivided into grade levels (K-3, 4-6, 7-9, and 10-12), and within each grade level are outlined: a developmental objective, behavioral objectives, process objectives and strategies, outcomes, and evaluation. (PR)

ED 110 681 CE 004 472
Equity of Access: Continuing Education and the Part-Time Student. 9th Annual Report.
National Advisory Council on Extension and Continuing Education, Washington, D.C.
Pub Date 31 Mar 75
Note—77p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Adult Education, Adult Education Programs, Adult Students, Advisory Committees, *Annual Reports, Continuous Learning, Directories, Educational Finance, *Educational Legislation, Educational Needs, Educational Policy, Federal Government, Federal Legislation, Government Role, *National Programs, National Surveys, *Part Time Students, Policy Formation, Program Evaluation, Statistical Data

The National Advisory Council's annual report focuses on the dramatically increasing numbers of adult Americans who are continuing their education on a part-time basis; in this regard, the council recommends the adoption of a national statement of policy reaffirming the need for lifelong learning opportunities for all citizens. In support of this policy, the council submits specific recommendations: (1) to help improve the access of adult part-time students to these opportunities, and (2) to help develop professional manpower to serve adult learning needs and to design alternate educational programs on their behalf. A major task of the council was to complete a congressionally mandated evaluation of Title I of the Higher Education Act of 1965 ("Community Service and Continuing Education"). The recommendations stemming from this evaluation are incorporated into the annual report. Appended to the summary of recommendations are: (1) a summary of supportive statistical data on adult part-time students, presented in narrative form, with an attached copy of the council's letter to United States senators, recommending appropriate actions, (2) a report from the Community Service and Continuing Education Program (Title I) to the council; and (3) a directory of State-supported Title I projects. (Author/AJ)

ED 110 682 CE 004 473
The Adult Basic Education Program: Progress in Reducing Illiteracy and Improvements Needed. Report to the Congress.
Comptroller General of the U.S., Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date 4 Jun 75
Note—43p.
Available from—U. S. General Accounting Office, Distribution Section, P. O. Box 1020, Washington, D. C. 20013 (Stock No. MWD-75-61, $1.00)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Adult Basic Education, Adult Education Programs, Adult Literacy, Educational Legislation, Educationally Disadvantaged, Educational Needs, Educational Programs, Federal Legislation, *Federal Programs, Federal State Relationship, Government Role, Illiteracy, Illiterate Adults, *Literacy Education, Program Administration, Program Effectiveness, *Program Evaluation, *State Programs
Identifiers—California, Illinois, North Carolina, Texas, Virginia

Adult basic education programs in California, Illinois, North Carolina, Texas, and Virginia were reviewed to assess the progress made by the programs in reducing illiteracy. The programs' management was also evaluated. It was found that although some positive achievements have been made, the program successfully reaches only a small fraction of those needing it. In the program's first nine years, about 4.6 million adults enrolled, but only about one percent of the 57 million adults in the target population and four percent of the 15 million adults with less than eight years of schooling have participated in any given year. Through fiscal year 1972, 17 percent of the 3.5 million participants at or below the eighth grade level had achieved an eighth grade equivalency education. Management problems include: lack of realistic and measurable program goals and evaluative criteria, misdirected recruiting, limited benefits of special projects and unsystematic dissemination of their results, lack of coordination with Federal antipoverty and manpower-training programs, and inaccurate reporting of data. The report recommends several actions (including legislative and congressional) for combating these problems. (Author/PR)

ED 110 683 CE 004 474
Braaten, Larry Miller, Annette
Semiannual Report on State Research Coordinating Unit Activities for the Period July 1, 1974-December 31, 1974.
Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
Pub Date May 75
Note—131p.; Tenth in a series
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—Annual Reports, Career Education, Directories, Educational Legislation, Educational Research, *Program Descriptions, *Research Coordinating Units, *Research Projects, Research Proposals, *State Programs, *Vocational Education
Identifiers—Vocational Education Amendments 1968

The report is a compilation of information from State Quarterly Research Activity Reports submitted by State Research Coordinating Units regarding research activities conducted under Section 131(b) of Part C of the Vocational Education Amendments of 1968. It also includes all reported research projects administered by the State educational agency but not funded under that legislation. Each State's activities are listed under the subheadings: Projects Completed, New Projects Funded, Research Related Activities, and Projects and Activities Planned. Career education ranked high on the list of priorities for research projects. Other areas of emphasis included: followup studies, evaluations, competency studies, manpower studies, and programs related to health careers. In addition, the States have continued to fund projects for the expansion and improvement of their ongoing vocational programs. (Author/PR)

ED 110 684 CE 004 475
Allen, Thomas R.
Cooperative Vocational Education Coordinator's Handbook.
Marshall Univ., Huntington, W. Va. Dept. of Vocational-Technical Education.
Pub Date 74
Note—63p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Adult Education, Advisory Committees, Community Cooperation, Community Involvement, *Cooperative Education, *Educational Administration, Educational Coordination, Educational Programs, *Guidelines, *Instructor Coordinators, Occupational Guidance, Public Relations, Secondary Education, Vocational Directors, *Vocational Education, Vocational Training Centers
Identifiers—*Vocational Education Amendments 1968

The handbook is designed to guide coordinators of cooperative vocational education programs who will be able to relate the material to their fields of specialization. Chapter 1 introduces cooperative vocational education, general and specific objectives, definitions of areas related to cooperative education, and discusses part G of the 1968 Vocational Amendments. Chapter 2 describes the role of the cooperative teacher-coordinator and the responsibilities of the total job. Chapter 3 discusses instruction in cooperative vocational education and critical tasks related to teaching. Chapter 4 focuses on guidance and placement. Chapter 5 concentrates on coordination activities and community involvement. Chapter 6 outlines public relations activities, and chapter 7 is devoted to the organization and responsibilities of advisory committees. Chapter 8 examines youth organizations and their objectives. Chapter 9 studies the relationship of adult education to cooperative education, program and curriculum development in this area, promotion methods, and evaluation. Chapter 10 concludes with an outlook on providing for research in cooperative vocational education. References are found at the end of each chapter. Appendixes present sample forms and a checklist of program evaluation criteria. (JB)

ED 110 685 CE 004 477
Public Employment in 1974. GE 74 No. 1.
Bureau of the Census (DOC), Suitland, Md.
Pub Date May 75
Note—37p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402; and U. S. Department of Commerce district offices ($0.80)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Employment Patterns, *Employment Statistics, Employment Trends, *Government Employees, Local Government, *National Surveys, State Government, *Statistical Data, *Tables (Data), Wages

The statistical report on public employment in 1974 briefly summarizes the trend of increasing public employment (especially at the State and local level), increases and variations in average monthly earnings of government employees, the distribution of State and local government employment by type of government and by State areas, and the sources and reliability of the data presented. Twenty-five pages of the document consist of detailed tables which present the statistical data on which the introductory summary is based. (JR)

ED 110 686 CE 004 478
Olmstead, Joseph A.
Managing the Context of Work. Professional Paper No. 1-75.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Report No—HumRRO-PP-1-75
Pub Date Feb 75
Note—16p.; This paper is an adaptation of portions of another volume produced by the author
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Leadership Training, *Management, Management Education, *Organizational Climate, Organizational Development, *Organizational Effectiveness, *Performance Factors, Supervisory Training, *Work Environment

People function within situational contexts, and these contexts define and limit behavior. An organization is a very important context and, accordingly, produces potent forces which circumscribe and channel the activities, attitudes, and motivations of personnel. For this reason, both individual and group behavior within an organization is simply not the same as that outside of it. Carried over to management, this suggests that the first thing of which a manager must become aware is that behavior in organizations is usually the result of numerous determinants, many of which will have their source in the work context. To neglect context factors can only cause a manager to misunderstand the problem and take the wrong course for its resolution. Fortunately, the work context is one thing that can be greatly influenced and controlled by managers. The major point of this discussion is that many problems that lead to serious interference with organizational effectiveness have their sources in the failures of organizational leaders to provide work-context conditions that are most conducive to effective performance. Three general factors that control performance in every organization are: effective management, effective leadership, and effective training. (Author/PR)

ED 110 687 CE 004 479
A Bill to Amend the Public Health Service Act: H. R. 5546. Report No. 94-266.
Congress of the U.S., Washington, D.C. House.
Pub Date 26 Mar 75
Note—165p.
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—Educational Facilities, Educational Finance, *Educational Legislation, Federal Aid, *Federal Legislation, Financial Support, Grants, *Health Occupations Education, Health Personnel, Medical Education, Public Health, *Public Health Legislation, Scholarships
Identifiers—*Public Health Service Act Amendments

The bill is designed to amend the Public Health Service Act in order to revise and extend the programs of assistance under Title VII for training in the health and allied health professions, and to revise the National Health Service Corps scholarship training program. The bill details the exact additions and deletions to be made in the original Act. The amendments are organized around the original topics of the Act: Title I--extension of current authorities through fiscal year 1975; Title II--general provisions; Title III--assistance for construction of teaching facilities; Title IV--student

assistance and National Health Service Corps; Title Vi-grants for health profession schools; Title VI--special project grants and contracts; Title VII--public and allied health personnel; Title VIII--medical residency training programs; and Title X--miscellaneous (physician distribution, education of allied health personnel, study of allied health personnel, study of funding alternatives for health professions education, and recovery). (Author/PR)

ED 110 688 CE 004 480

Employment In Perspective; Unemployment Among Household Heads.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date May 75

Note—16p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Employment, Employment Level, *Employment Statistics, *Heads of Households, Labor Force, Labor Supply, Tables (Data), *Unemployment, Working Parents, Working Women

The jobless rate among all household heads reached 6 percent in April 1975, double the average rate over the 1963-74 period (2.8 percent), and half again as high as the previous peak (4 percent) recorded during the first half of 1963. The number of unemployed household heads increased from 1.4 to 3.2 million from October 1973 to April 1975, from 34 percent to 39 percent of the unemployed. About three-quarters of the household heads in the labor force are men heading families of two or more persons and one-tenth are female family heads. The unemployment rate for male family heads has increased two and one half times since October 1973 to 5.3 percent in April 1975, but was still much lower than the 9.3 percent rate for female family heads. The financial effects of unemployment on the family can be cushioned by the presence of other wage earners. According to the latest information available on this subject, in March 1974 about 30 percent of the families with an unemployed head had a full-time earner, usually the wife. However it is doubtful that the additional worker compensated for the loss of income incurred by the unemployment of the household head. (Author/JR)

ED 110 689 CE 004 481

Basic Education in Manpower Programs: The R & D Experience. Manpower Research Monograph No. 38.

Manpower Administration (DOL), Washington, D.C.

Pub Date 75

Note—57p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.15)

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—*Adult Basic Education, Adult Education, *Program Descriptions, *Teaching Methods

The report relates the experience of contractors with the Manpower Administration of the Department of Labor in providing adult basic education to manpower program clients in research and demonstration projects. It summarizes the findings and progress of several experimental projects from the initial efforts under the Manpower Development and Training Act of 1962 to those still underway as the Comprehensive Employment and Training Act of 1973 came into force. Drawing on experiences from the programs described, the focus of the report is on ways to provide adults with academic skills. Among the topics considered are: individualized instruction, programed instruction, diagnostic and evaluative tests, learning motivation, behavioral objectives, learning environment, teacher training, use of tutors, counseling and supportive services, English as a second language, and projects of special significance. The report points to many unresolved problems and to the need for further research to document the teaching techniques, materials, and environments that work best for particular kinds of clients. Appended are brief discussions of related activities in manpower programs administered by the Department of Labor and of relevant research by the Office of Education. (Author/PR)

ED 110 690 CE 004 482

Robinson, George D.

Schooling the Middle Manager. Professional Study No. 5406.

Air Univ., Maxwell AFB, Ala.

Pub Date Apr 74

Note—120p.

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors—*Comparative Analysis, *Management Development, *Management Education, Management Systems, Military Training, Officer Personnel, On the Job Training, *Training Techniques

The aim of this study is to evaluate industrial approaches to management development programs to ascertain the applicability of using similar schooling techniques in Air Force managerial development. The primary emphasis is on where the Air Force might benefit from industry's experience in the middle manager area. An additional objective is the examination of the current Air Force effort in managerial schooling development. The conclusion infers that: management development programs are needed; each individual's training needs are unique; only a portion of the total officer force can attend Air Force off-the-job training programs; a great number of officers must depend on on-the-job training methods for managerial training, and many of these methods are not used; the Air Force lacks an overall plan for management development; the great potential of the Junior Officer Councils as a management development tool is being wasted; formal exposure to management concepts is coming too late or not at all in the career of many officers; and more experience is needed with the major new innovation in management development being used by industry (the Assessment Center) before conclusions can be reached on its applicability to the Air Force. (Author)

ED 110 691 CE 004 483

Massell, Adele P. *Nelson, Gary R.*

The Estimation of Training Premiums for U. S. Military Personnel.

Report No—P-5250

Pub Date Jun 74

Note—32p.; Paper presented at the Western Economics Association (Las Vegas, Nevada, June 1974)

Available from—Rand Corporation, Publications Dept., 1700 Main Street, Santa Monica, California 90406 (P-5250, $3.00)

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Employment, Employment Opportunities, Military Service, *Military Training, *Models, Occupational Choice, Research Methodology, Transfer of Training, *Veterans, *Wages

The paper examines the effect of military training and experience on the civilian earnings and employment of persons who have served one term of military service. Since training effects are specific to individuals and to civilian occupations, empirical problems in precisely defining the meaning of training effects arise. Additional problems in understanding and estimating training effects result from selectivity bias. Preliminary assessments of the effects of military training on civilian earnings indicate that when civilian occupational choice is ignored, military training does not seem to significantly affect civilian earnings. However, within occupations, military training does sometimes have such an effect. Having discussed these theoretical pitfalls and preliminary findings of the project, the paper develops a model of choice from which it is possible to derive empirically estimable relationships to calculate military training effects and to impute the total returns to training in a military specialty from the occupational choices actually made by enlisted personnel. Finally, the paper discusses four problems which need to be solved before the model can be applied (treatment of unemployment, choice of critical sample sizes, survey nonresponse, and selection of civilian alternative categories), and outlines a plan for proceeding with the analysis of military training premiums. (JR)

ED 110 692 CE 004 485

Communications-Electronics Programs Management Career Ladder: United States Air Force Job Inventory. AFSCs 29630, 29670, and 29690.

Air Force Personnel and Training Research Center, Lackland AFB, Tex.

Report No—AFPT-90-296-169

Pub Date 1 Jan 75

Note—34p.; For related documents, see CE 004 486-487

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Career Ladders, Communications, *Electronics, *Management, *Military Personnel, *Occupational Information, *Task Analysis

Identifiers—Air Force, *Job Inventories

The U.S. Air Force job inventory for the communications-electronics program management career ladder is divided into 13 categories, each of which is broken down into a duty-task list. Space is provided for Air Force personnel filling out the inventory to check whether each task is at present part of their duties. The 13 categories are: organizing and planning office functions; directing and implementing office activities; evaluating office activities; training; performing plans management duties; performing planning portion of program management functions; performing documentation portion of program management functions; performing program communications-electronic support program (PCSP) management; performing implementation portion of program management functions; performing base wire communications program (BWCP) portion of program management functions; performing budgeting functions; performing unit administrative manpower functions; and managing and administering commercial or government furnished communications services. A personnel information questionnaire is also included. (JR)

ED 110 693 CE 004 486

Automatic Digital Switching Specialist Career Ladder: United States Air Force Job Inventory. AFSCs 29530, 29570, and 29590.

Air Force Personnel and Training Research Center, Lackland AFB, Tex.

Report No—AFPT-90-295-124

Pub Date 1 Dec 73

Note—34p.; For related documents, see CE 004 485 and CE 004 487

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Career Ladders, *Military Personnel, *Occupational Information, *Programers, *Systems Analysis, *Task Analysis

Identifiers—Air Force, *Job Inventories

The U. S. Air Force job inventory for the automatic digital switching specialist career ladder is divided into 12 categories, each of which is broken down into a duty-task list. Space is provided for Air Force personnel filling out the inventory to check whether each task is at present part of their duties. The 12 categories are: organizing and planning; directing and implementing; inspecting and evaluating; training; maintaining forms, records, and reports; performing traffic services section operations; performing magnetic tape functions; operating on-line equipment; performing software management functions; performing off-line equipment operations; performing system analysis functions; and performing computer programing functions. A personnel information questionnaire is also included. (JR)

ED 110 694 CE 004 487

Pavements Maintenance and Construction Equipment Operator Career Ladders: United States Air Force Job Inventory. AFSCs 55130/31, 55150/51, 55170/71, and 55191.

Air Force Personnel and Training Research Center, Lackland AFB, Tex.

Report No—AFPT-90-551-807

Pub Date 15 Jan 74

Note—75p.; For related documents, see CE 004 485-486

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—Career Ladders, *Maintenance, *Military Personnel, *Occupational Information, *Operating Engineering, *Task Analysis

Identifiers—Air Force, *Job Inventories

The U. S. Air Force job inventory for the pavements maintenance and construction equipment operator career ladders is divided into 26 categories, each of which is broken down into a duty-task list. Space is provided for Air Force personnel filling out the inventory to check whether each task is at present part of their duties. The 26 categories are: organizing and planning; directing and implementing; inspecting and evaluating; training; working with forms, records, reports, directives, or technical data; performing laboratory and field tests, constructing and main-

taining rigid paveyments and concrete structures; constructing and maintaining flexible pavements; constructing and maintaining drainage systems; building bunkers and revetments; constructing and maintaining prefabricated surface mats; working with explosives; constructing and maintaining railroad trackage; performing grounds maintenance; applying herbicides and fungicides; operating trucks, front end loaders, and forklifts; operating industrial tractors and attachments; operating graders; operating bulldozers and scrapers; operating specialized equipment; operating cranes and attachments; operating miscellaneous equipment; performing snow removal functions; rigging hoisting equipment; performing missile support functions; and operating well drilling equipment. A personnel information questionnaire is also included. (JR)

ED 110 695 CE 004 488

Calvert, Robert, Jr. And Others

Schools for Careers: An Analysis of Occupational Courses Offered by Secondary and Postsecondary Schools, 1971.

National Center for Educational Statistics (D-HEW/OE), Washington, D.C.

Report No—NCES-75-160

Pub Date 75

Note—136p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($2.00)

EDRS Price MF-$0.76 HC-$6.97 Plus Postage

Descriptors—*Courses, Educational Programs, *Post Secondary Education, *Secondary Education, Tables (Data), *Vocational Education

The report tabulates and analyzes data on the occupational curricula of 17,460 secondary and 11,731 postsecondary schools. A standardized list of 170 occupational fields was used to ascertain the exact programs offered at each institution. For some of the analyses, these fields were grouped into seven main fields: agri-business; marketing and distribution; health; home economics (personal); home economics (career); business and office; technical; and trade and industrial. Data were collected from all States and territories, and are presented in table form with accompanying discussion. At the secondary level, the programs offered by the largest number of schools were: homemaking; stenographic, secretarial, and related; typing and related; agricultural production; and filing, office machines, and clerical. Programs offered by the largest numbers of postsecondary institutions were: cosmetology; stenographic, secretarial, and related; commercial pilot training; accounting and computing; filing, office machines, and clerical; typing and related; business data-processing systems; and aircraft operations. Correspondence programs were offered by 338 schools, of which 155 offered only correspondence work. In addition, there are data on funding, accreditation, and date of school foundation. The survey forms used are appended. (Author/PR)

ED 110 696 CE 004 489

Dickson, Helen K., Comp.

You and the Work World of Math: Packets of Mathematics with Career Orientation.

South Dakota Career Education Project, Watertown.

Note—8p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Elementary Secondary Education, *Instructional Materials, Learning Activities, Mathematical Enrichment, *Mathematics, *Mathematics Materials, *Practical Mathematics, *Relevance (Education)

The collection of projects and exercises is designed to acquaint students with some practical applications of mathematics. The exercises are of varying length, and are oriented about the following topics and projects: home landscaping; architectural home planning; construction; home food production; personal income; banking; spending (budgeting, catalog shopping, home furnishing, comparative home shopping, and quantity purchasing); vacation planning; and opinion polling. (PR)

ED 110 697 CE 004 490

Vocational Education Success Measures and Related Concerns.

Washington State Advisory Council on Vocational Education, Olympia.

Pub Date Jan 75

Note—58p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—Advisory Committees, Employer Attitudes, Graduate Surveys, Job Placement, *Program Effectiveness, *Program Evaluation, *Questionnaires, School Community Relationship, School Industry Relationship, *State Surveys, Student Opinion, Tables (Data), *Vocational Education

Identifiers—Washington State

The study of vocational education success measures and related concerns in Washington State is based on surveys of employers, graduates of vocational programs, current students in vocational programs, and local advisory committee members. Current vocational students regard the quality of present programs more highly than do either vocational graduates or employers. In measuring the success of vocational programs, all groups consider student satisfaction, successful job placement, skill development, on-the-job advancement, and placement in advance training programs as valid measures of success. Responses also indicate that employers, vocational graduates, and vocational students do not make extensive use of workforce forecasts, and that current students are more concerned with increasing the placement services offered by vocational training institutions than are the other respondent groups. Regarding future directions for vocational education, responses indicate strong support for career education in the State's common schools and the organization of vocational education planning conferences for labor, industry, and educational personnel. The study concludes with a list of seven immediate and long-range recommendations. Seven appendixes which include the study plan, the four survey instruments, firms and agencies in empolyer and graduate samples, and educational institutions and classes sampled, comprise over half the document. (Author/JR)

ED 110 698 CE 004 491

ACT: Administrative, Clerical, and Technical Program Handbook.

Occupational Safety and Health Administration, Washington, D.C.

Note—18p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Educational Programs, *Federal Programs, *Government Employees, *Job Training, *Vocational Development

The purpose of the Career Development Program for Administrative, Clerical, and Technical Employees in grades GS-1 through GS-11 is to help provide employees with opportunities to obtain training and education in order to improve their qualifications and to develop their potential. The handbook provides: a diagrammatic career development process guide; a statement of the policies of the Occupational Safety and Health Administration under the provisions of the Government Employees Training Act (July 7, 1958); an outline of the program's eight objectives; a brief discussion of the program's elements (career planning workshops, career counseling, and training and development); the responsibilities of management, counselors, supervisors, and employees for the program's operation; and the eligibility requirements for the program. A sample form for an individual development plan is appended. (BP)

ED 110 699 CE 004 492

Alvir, Howard P.

The Module: A Tool in Nursing Education.

FILMS, Albany, N.Y.

Spons Agency—Quebec Univ., Montreal.

Pub Date 5 Jun 75

Note—27p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Educational Strategies, *Medical Education, *Nursing, Teacher Workshops, *Teaching Methods

The discussion of the nursing education module consists of three sections. Section 1 provides a kick-off speech for a workshop on modules for nursing educators. The text of the kick-off address is given, supplemented by applications to be suggested during the workshop. Section 2 contains an outline of the explanations, illustrations, anecdotes, and diagrams used to explain the module, correlated by matching paragraph number to Section 1. Its purpose is to provide more details for the ideas summarized in the kick-off speech. The material was prepared for use at a workshop on how to apply modules to individualized learning situations designed for independent study. The three part outline provides materials correlating the text of the speech to one or more examples for each component under study, and to applications for further analysis and investigation on the part of the listeners. In Section 3 a brief glossary of module terms, a discussion of the end product, sample application exercises, and a bibliography are provided. (Author/BP)

ED 110 700 CE 004 493

Franklin, Jerome L. Spencer, Gregory J.

Organizational Functioning: Concepts Training: A Manual for Navy Human Resource Management Specialists.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—Bureau of Naval Personnel, Washington, D.C.

Report No—NAVPERS-15265

Pub Date Dec 74

Note—121p.

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors—Group Dynamics, Group Relations, Human Engineering, Human Resources, Job Satisfaction, Leadership, Management, Management Systems, *Manuals, *Models, *Organizational Climate, Organizational Development, *Organizations (Groups), Peer Relationship

The materials in the manual are intended to provide the reader with a basic knowledge of the way work gets accomplished in organizations and with some basic tools useful for learning and teaching these concepts. The first section introduces the general nature of organizations and includes materials about the nature of groups and their place in organizations and the importance of such concepts as roles, control, authority, and power. The next section covers the major social-psychological aspect of organizational functioning as measured by the Navy Human Resource Management Survey. Subsections examine major organizational factors including command climate, supervisory leadership, peer leadership, and work group processes and also briefly describe the areas of integration of personnel and mission and satisfaction. The third major section is a presentation of the model of organizations used as a basis for the survey. Included is a description of relationships among the factors discussed in the first section. The final section provides exercises that have been found valuable for teaching and learning about the concepts described in earlier sections and includes examples of a few of these exercises. A 20-item annotated bibliography and items and indexes used in the survey are appended. (Author/PR)

ED 110 701 CE 004 495

Legalman 2, 1 and C: Naval Rate Training Manual.

Naval Education and Training Command, Pensacola, Fla.

Report No—NAVEDTRA-10455

Pub Date 75

Note—458p.; Pages 46, 48, and 59-60 were deleted because they were not reproducible

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.20402 (Stock No. 0502-LP-052-2750)

EDRS Price MF-$0.76 HC-$23.48 Plus Postage

Descriptors—Course Content, *Instructional Materials, *Job Training, *Law Instruction, *Manuals, Military Training

Identifiers—*Legal Assistants, Military Law, Navy

The training manual is designed to prepare Naval personnel for advancement in the Legalman rating and for providing quality legal service to Navy personnel. Chapter 1 discusses the specific requirements of the rating, the responsibilities of the petty officer, the Navy advancement system, and the assignment possibilities for Legalmen. Chapters 2-14 cover the following topics: office procedures and security, the law library--its use and maintenance, legal reporting, preliminary constitutional considerations, nonjudicial punishment, pretrial, trial procedures, post-trial, delivery of personnel, administrative discharges, fact-finding bodies, claims, and legal assistance. Numerous diagrams and illustrations are provided throughout the document. The document concludes with three appendixes: verbatim record of trial, summarized record of trial, and a glossary of terms in military law. (BP)

ED 110 702 CE 004 496
Stephenson, Robert W. Burkett, James R.
An Action Oriented Review of the On-the-Job Training Literature.
American Institutes for Research in the Behavioral Sciences, Washington, D.C.
Spons Agency—Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.
Report No—AFHRL-TR-74-66
Pub Date Dec 74
Note—169p.
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—Administration, *Annotated Bibliographies, Audiovisual Instruction, Bibliographies, Computer Assisted Instruction, Cost Effectiveness, *Educational Innovation, Evaluation, *Literature Reviews, Manuals, Military Training, *On the Job Training, Program Design, Program Evaluation, Student Motivation, Student Opinion, Systems Analysis, Teaching Techniques, Training Techniques
On-the-job training literature from both civilian and military sources was reviewed. Selected references from the study are organized under the following headings: literature reviews and bibliographies, handbooks and manuals, cost effectiveness literature, technique comparison studies, systems analysis of training, approaches to program evaluation, and military documents. Many of the items are annotated, some rather extensively. In addition, a number of references were selected that were thought to contain innovative ideas that should be considered for improving on-the-job training programs. The list of possible innovations is organized under the following topics: administration, audiovisual presentation, computer-assisted techniques, evaluation, incentives/motivation, instructional techniques, periodic surveys, and program design. The various ways in which these innovations might address current problems in the Air Force on-the-job training program are described and commented on. Estimates are also made of the resource requirements involved if possible modifications in existing procedures were to be implemented. (Author/PR)

ED 110 703 CE 004 497
Electrician's Mate 3 & 2: Rate Training Manual.
Naval Education and Training Command, Pensacola, Fla.
Report No—NAVEDTRA-10546-D
Pub Date 74
Note—467p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 0502-LP-052-7310)
EDRS Price MF-$0.76 HC-$23.48 Plus Postage
Descriptors—Course Content, *Electrical Systems, Electric Circuits, *Electricians, Electric Motors, Electronic Equipment, Electronics, Equipment Maintenance, *Instructional Materials, *Job Training, Lighting, *Manuals, Military Training, Safety
The training manual provides information related to the tasks assigned to the Electrician's Mate Third and Second Class who operate and maintain power and lighting systems and associated equipment. Individual chapters deal with: career challenges for the Electrician's Mate, safety precautions, test equipment, electrical installations, A-C power distribution systems, D-C power distribution systems, motor controllers, maintenance and repair of motors and generators, shipboard lighting, degaussing, electrical propulsion and controls, central operations system, basic electronic components and circuits, logic systems, electrical auxiliaries, and sound motion picture systems. There is an appendix of electronics symbols and an index. The manual is extensively illustrated with diagrams and photographs. (PR)

ED 110 704 CE 004 498
Literacy Documentation: An International Bulletin for Libraries and Information Centres. Vol. 4, No. 1.
International Inst. for Adult Literacy Methods, Teheran (Iran).
Pub Date 75
Note—96p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Abstracts, Adult Basic Education, Adult Development, *Adult Education, *Adult Learning, *Bibliographies, Books, Continuous Learning, Developing Nations, *Educational Development, Educational Innovation, Educational Needs, Educational Research, Educational Technology, Educational Television, Literacy Education, Program Descriptions, Reports, Research Needs
Identifiers—International Institute for Adult Literacy Methods, UNESCO
The document presents seven abstracts and lists 76 other first-trimester, 1975, acquisitions of the Documentation Center of the International Institute for Adult Literacy Methods, established in Tehran by UNESCO and the government of Iran. Abstracted are: (1) The Book Hunger, published by UNESCO in 1973, offering solutions to the shortage of reading materials in developing countries; (2) the interim findings of a UNESCO study on school curriculum, structures, and teacher education in the perspective of lifelong education, published in 1973; (3) a 1973 report describing two projects supported by the World Bank (farmer education in Tanzania and instructional T.V. in the Ivory Coast); (4) An Educator's Guide to Communication Satellite Technology, from the Washington, D. C., Academy for Educational Development, 1973; (5) Instructional Television and the Educational Reform of El Salvador, from the same source, also 1973; (6) Education in a Rural Environment, a 1974 UNESCO report; and (7) Educational Innovation in Singapore, a report published by UNESCO Press in 1974. The list of acquisitions offers document titles covering a wide range of topics related to educational development; some postings are in French or Spanish. The titles are indexed by author, geographical location, meeting and corporate body, subject term, and title. (AJ)

ED 110 705 CE 004 499
Babin, Patrick
Bias in Textbooks Regarding the Aged, Labour Unions, and Political Minorities.
Ottawa Univ. (Ontario). Faculty of Education.
Spons Agency—Ontario Dept. of Education, Toronto.
Pub Date 30 Jan 75
Note—196p.
EDRS Price MF-$0.76 HC-$9.51 Plus Postage
Descriptors—Foreign Countries, *Labor Unions, Literature Reviews, *Minority Groups, *Older Adults, *Textbook Bias
Identifiers—Canada
The report opens with detailed summaries of historical background information for each of the groups involved and with a review of the literature on bias in textbooks in Canada, the United States, and other countries. Over a time span of six months, 211 readers evaluated 1,719 textbooks. Readers located 104 biases in 78 textbooks. The 23 biases against the aged occurred mainly in English primary texts. Bias by omission accounted for most of the 65 findings concerning labor unions; however, strong negative statements about unions constituted most of the other biases. The 16 biases against political minorities were mostly ones of omission. The investigators believed that biases against labor unions could have a strong negative effect on student attitudes. Biases regarding the aged and political minorities, on the other hand, were not considered pronounced enough to negatively affect student attitudes. The investigators recommended objective balanced treatment of minority groups in textbooks, and the formulation of guidelines for textbook evaluation. Seven appendixes include the evaluation instrument; related biases against the French, Indians, other ethnic minorities, and women; suggestions for improving the evaluation instrument; and lists of texts containing bias. (JR)

ED 110 706 CE 004 501
Norris, Frank W.
Review of Army Officer Educational System.
Department of the Army, Washington, D.C.
Pub Date 1 Dec 71
Note—774p.
EDRS Price MF-$1.39 HC-$38.72 Plus Postage
Descriptors—Curriculum, *Educational Programs, Elective Subjects, Faculty, Military Schools, *Military Science, *Military Training, *Officer Personnel, Organization, Post Secondary Education, *Program Descriptions, Student Evaluation, Teaching Methods
Volume 1 of the review of the Army officer educational system is a summary report which deals with the following topics: the environment of the seventies and its implications for officer education, overview of the roles and missions of Army schools and gaps in coverage, basic course, advanced course, Command and General Staff College, Army War College, civilian education, theory of teaching, faculty, student evaluation, organization, areas of special interest, and consolidated list of recommendations and guidance. Twenty-two appendixes comprising over 60 pages document or supplement the themes covered in the text. Volume 2 is a full report which covers the same topics only in more detail, and contains in addition five supplementary appendixes; a 15-page bibliography; discussions of perspectives and philosophies, and of costs, feasibilities and priorities; and an index. Volume 3 is a survey of innovative educational programs at the various Army officer schools. Specific programs are discussed in detail (each with a separate fact sheet) and grouped according to the following topics: faculty, students, curriculum, methods of instruction, evaluation, electives, civilian education, and academic management. (JR)

ED 110 707 CE 004 502
Beall, J. Glenn, Jr. Pell, Claiborne
Vocational Education Act of 1975; A Bill to Consolidate Existing Authorities Under the Vocational Education Act of 1963 in Order to Create a More Efficient Mechanism for Federal Assistance to States for Vocational Education. S. 1863.
Congress of the U.S., Washington, D.C. Senate.
Pub Date 4 Jun 75
Note—51p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Educational Finance, *Educational Legislation, *Federal Legislation, Federal State Relationship, Financial Support, Grants, Information Dissemination, Job Placement, Private Schools, Program Administration, Program Planning, State Federal Aid, *State Programs, Teacher Education, Vocational Counseling, *Vocational Education, Work Experience Programs, Work Study Programs
Identifiers—Vocational Education Act 1975
The bill proposes to provide financial assistance to States and other agencies and institutions to assist them to: operate and improve existing programs of vocational education; develop new programs of vocational education; provide vocational guidance, counseling, and placement; and provide part-time employment for those who need it. Details are set forth on the apportionment of funds and on the role of national and State advisory councils. Grants to States under this Act are to be used for: vocational-technical programs of instruction, work-experience programs, vocational education personnel development and training, and implementation of previously supported projects and activities. Grants may also be used to help provide specific vocational education services: guidance and counseling; provision of opportunities in private vocational schools; equipment, maintenance, and operation; administration, supervision, planning, and evaluation of programs; acquisition, analysis, and dissemination of data; personnel exchange; use of media and of student, parent, and citizen involvement; operation of business activities in connection with vocational education programs; placement and followup; maintenance and operation of industrial arts courses; and work-study programs. Grants are also provided for research, innovation, and demonstration. (Author/PR)

ED 110 708 CE 004 503
Abellera, James W. And Others
Value of Personnel Classification Information.
Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.
Report No—AFHRL-TR-75-2
Pub Date Mar 75
Note—34p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Cost Effectiveness, Enlisted Men, Entry Workers, Information Theory, *Information Utilization, Manpower Needs, *Manpower Utilization, *Military Personnel, *Personnel Data, Personnel Evaluation, Personnel Policy, *Personnel Selection, Talent Utilization, Vocational Aptitude
Identifiers—Air Force
The study outlines the development of a methodology for meaningfully estimating the value of classification information used by the Air Force to make selection and job assignment decisions which lead to the satisfaction of first-term

enlisted manpower requirements. The methodology, called the optimal allocation strategy, is employed to solve a representative allocation problem in a hypothetical enlistment year. The exercise serves to show how the value of available personnel information may be estimated when used in the most efficient manner possible. Four conclusions are drawn from the study: the value of military classification information currently available to the Air Force can be estimated in tangible terms; the value of even better classification information which could become available in the future as a result of specific research can be estimated in tangible terms; the means for getting the most out of current available information exist; and a variety of personnel policies and programs can be evaluated in terms of both real and realizable dollar payoffs. (Author/PR)

ED 110 709 CE 004 504

Mannan, M. A.

The Economic Aspects of Non-Formal Education: A Selected Annotated Bibliography. Program of Studies in Non-Formal Education, Supplementary Series. Paper No. 3.

Agency for International Development (Dept. of State), Washington, D.C.; Michigan State Univ., East Lansing. Inst. for International Studies in Education.

Pub Date 75

Note—90p.

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—*Annotated Bibliographies, Bibliographies, Cost Effectiveness, Economic Development, *Economic Factors, *Educational Development, *Educational Economics, Educational Planning, Human Capital, *Nonformal Education, On the Job Training, Vocational Retraining

The 303 items in the annotated bibliography are arrayed under four headings: (1) general literature--economic issues, (2) general literature--nonformal education, (3) economics of nonformal education (including cost-benefit analysis, investment and return in human capital, and economics of on-the-job training and retraining), and (4) planning and development. The author states that much of the literature is scanty, not sharply focused, and bears on nonformal education only indirectly or by inference; many of the entries deal with the larger topic of the economics of education, but by inference or accident have some particular relevance to nonformal education. (Author/PR)

ED 110 710 CE 004 505

Lukomski, Michael

Alternatives for the Training of Skilled Industrial Labor in Sao Paulo, Brazil. Program of Studies in Non-Formal Education, Supplementary Series. Paper No. 1.

Agency for International Development (Dept. of State), Washington, D.C.; Michigan State Univ., East Lansing. Inst. for International Studies in Education.

Pub Date 75

Note—103p.

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors—Adult Education, Apprenticeships, *Educational Programs, Foreign Countries, *Machine Tool Operators, *Manpower Development, Post Secondary Education, Skilled Occupations, Socioeconomic Background, *Trade and Industrial Education, Vocational Education, Work Experience, Work Experience Programs

Identifiers—Brazil (Sao Paulo), SENAI, Servico Nacional De Aprendizagem Industrial

The study deals with the development of skilled industrial manpower in Sao Paulo, Brazil, and with the Federal government's SENAI (Service Nacional de Aprendizagem Industrial) industrial apprenticeship and trainign program. An analysis of six variables among lathe setter-operators showed that: present work situations among the operators varied greatly, especially regarding wages; present work situation controls (Physical conditions on the job, length of employment, entry level) also varied greatly; initial socioeconomic conditions were better for the operators than for the general population; formal educational level of the operators did not differ from that of the general labor force; the work experience of most operators was primarily industrial; and only 11.5 percent of the operators reached the skilled occupational level without some form of specialized industrial training. A linear regression model was used to determine the effect of the six variables on wage per hour, number and difficulty of operations performed, and time taken to reach the skilled occupational level. Since industrial training is required to reach the skilled occupational level and since private schools train many more persons than do SENAI schools, some types of private school training may provide acceptable alternatives to some types of SENAI training. (JR)

ED 110 711 CE 004 506

Oxenham, John

Non-Formal Education Approaches to Teaching Literacy. Program of Study in Non-Formal Education, Supplementary Series. Paper No. 2.

Agency for International Development (Dept. of State), Washington, D.C.; Michigan State Univ., East Lansing. Inst. for International Studies in Education.

Pub Date Feb 75

Note—22p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Adult Basic Education, Adult Education, *Adult Literacy, *Developing Nations, Educational Development, Educationally Disadvantaged, Foreign Countries, Literacy, Literacy Classes, *Literacy Education, *Nonformal Education, Program Content, Program Development, Program Planning, Speeches

The author feels that nonformal adult literacy education should be structured around several observations he has made concerning such education: adults learn to read and do arithmetic faster than do children; the difference in learning rate between adults and children in regard to writing is negligible; learners vary greatly in their learning speeds; learners have a slight preference for group rather than individual instruction; learners supported and encouraged by the community are more likely to succeed than those who are not; learners who need literacy for their work are more persevering and successful than those who do not; literacy instruction need not be directly related to the learner's specific purposes; literacy programs oriented to occupational problems have usually been more successful than have more general programs; and instruction conducted intensively and continuously has fewer dropouts than that done at a more leisurely pace. These observations are based primarily on programs conducted in Iran, Tanzania, Turkey, and Zambia. One section of the pamphlet considers the value and uses of literacy, and there is a brief consideration of the problems of program management and bureaucracy. (PR)

ED 110 712 CE 004 507

Charnley, Alan H.

Research in Adult Education in the British Isles: Abstracts and Summaries, Principally of Master and Doctoral Theses Presented Since 1945.

Pub Date 74

Note—361p.

Available from—National Institute of Adult Education, 35 Queen Anne Street, London WIM OBL, England ($15.00)

Document Not Available from EDRS

Descriptors—*Abstracts, *Adult Education, Adult Learning, *Adult Programs, *Annotated Bibliographies, Curriculum, Educational Administration, Educational History, Educational Methods, *Educational Research, Educational Theories, Foreign Countries, Graduate Study, Guidance, Instructional Staff, Organizations (Groups), Reference Materials, Student Participation

Identifiers—*Great Britain

The 191 graduate theses and research papers (dated 1945-1974) which are summarized in this volume provide a descriptive account of the adult education movement in the British Isles as well as reflect the nature of research that has been conducted by many types of institutions. All of the research included is available on interlibrary loan. Theses and papers are grouped into eight main sections with topical subheadings. Each summary/abstract includes title, author's aim, method, discussion, findings, and coding (additional classification). Listed below are the main sections, subheadings, and the number of theses or papers: Section 1, Historical and Descriptive Surveys (12); Section 2, Particular Movements and Organizations: Mechanics' Institutes, political and religious reform societies, cooperative education, university extra-mural teaching and the Workers' Educational Association, local adult education, residential education, technical training, HM Forces/Merchant Navy, education for women, retirement, library service, and mass media (57); Section 3, Participation in Adult Education: composition of students, attitudes/motives/behavioral patterns, literacy, attendance (44); Section 4, Theory of Education (15); Section 5, Curricula and Courses (5); Section 6, Educational Methodology (34); Section 7, Guidance and Counseling (6); Section 8, Organization and Administration (9); Section 9, Staffing (9). (EA)

ED 110 713 CE 004 508

Kelley, Thomas, Ed.

A Select Bibliography of Adult Education in Great Britain; Including Works Published to the End of the Year 1972.

Pub Date 74

Note—220p.

Available from—National Institute of Adult Education, 35 Queen Anne Street, London WIM OBL, England ($12.00)

Document Not Available from EDRS

Descriptors—*Adult Education, *Adult Education Programs, *Annotated Bibliographies, *Bibliographies, Directories, Educational Administration, Educational History, Educational Theories, Encyclopedias, *Foreign Countries, Mass Media, Organizations (Groups), Periodicals, Teaching Methods, Units of Study (Subject Fields), Yearbooks

Identifiers—*Great Britain

The emphasis in the selectively annotated bibliography is primarily on nonvocational adult education. The 1,756 entries are grouped into four large categories, with subdivisions: general (bibliographies, yearbooks and directories, encyclopedias, and periodicals); social and educational background (general works, history of education, and mass media); history and organization of adult education (general historical and descriptive surveys, particular movements and organizations, special aspects, and administration); and theory and method (general social and educational theory, theory of adult education, methods of teaching and study, and particular academic subject areas). Each of these is then divided into a number of subtopics. Most of the items are annotated. There are some cross-references, and many references to works not included in the bibliography. Entries have been restricted to works published before the end of 1972, but exceptions have been made for a few major works published since that date. Author and subject indexes are included. (PR)

ED 110 714 CE 004 510

Petrello, George J.

A Status Report on the Personal Finance Course.

Wagner Coll., Staten Island, N. Y.

Note—9p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Consumer Economics, *Credit Courses, *Economic Education, Educational Assessment, *Higher Education, *Money Management, Questionnaires, *School Surveys, Statistical Surveys, Student Attitudes

The personal finance survey was designed to investigate the scope and success of personal finance courses on the collegiate level. A 12-item questionnaire was mailed to heads of departments or deans at 32 colleges offering economics and business administration courses. Limited to one page, the questionnaire was designed so that questions could be answered with check marks or one-word answers. Twenty-six questionnaires (81 percent) were returned. We believe the results of the survey indicate that the concept of instruction in personal finance has successfully passed the experimental stage. The course is open to business majors as well as to non-majors in 54 percent of the responses. Generally the course requires no prerequisites, and in 62 percent of the schools freshmen can take the course. All schools responding included investments, insurance, borrowing, and savings as content covered. Student attitudes toward personal finance compared favorably with attitudes toward other courses. A surprisingly large number of respondents cited the use of case problems, visual aids, and independent assignments for instruction. The raw score results and percentages are presented. (Author/PR)

ED 110 715 CE 004 511

Firzgerald, Sheila Wesselman, Roy L.

An Organizational Pattern for Determining Goals in Career Education.

Note—18p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Career Education, Curriculum Design, Curriculum Development, *Curriculum Planning, Decision Making, *Educational Change, *Educational Objectives, Organizational Development, Program Development

Administrators and teachers who are formulating a career education program for their school or school district are confronted with a wide range of decisions to be made. By viewing career education as a "curriculum organizer," the authors present the range of questions that must be discussed before decisions and directions are determined. Fourteen dimensions grouped under three major decision categories (curriculum, teaching structures, and bureaucratic/organizational pattern) lead into the major decision factor--change in the existing instructional program. (Author)

ED 110 716 CE 004 512
Meehan, Merrill L.
The Interrelationships of Preadolescents' Student Characteristics Influencing Selection of Career Exploration Courses [And Abstract]. Industrial Arts Education Monograph No. 1.
Pennsylvania State Univ., University Park.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.
Report No—PN-19-3037
Pub Date May 75
Note—177p.
EDRS Price MF-$0.76 HC-$9.51 Plus Postage
Descriptors—Business Education, Career Choice, Career Education, *Career Exploration, *Courses, Decision Making, Educational Research, Environmental Influences, Grade 7, Home Economics, Industrial Arts, *Junior High School Students, Secondary Education, *Selection, *Student Characteristics, Tables (Data), Technical Education, Urban Youth, Vocational Development, Vocational Education
Identifiers—Pennsylvania (Pittsburgh)

The study investigated the interaction of personal and environmental factors influencing seventh graders' selection of career exploration courses for increased exploration in the eighth grade. A stratified random sample (496 students) was drawn from the Pittsburgh Public School's Occupational, Vocational, and Technical Exploratory Program. Personal and environmental factors included: (1) achievement subscores for industrial arts/home economics/business education; (2) factors of age, race, breadwinner's socioeconomic status, and home school; (3) vocational attitude maturity; (4) motivation; (5) occupational values of interest and satisfaction, salary, prestige, and security; (6) attitude scores for industrial arts/home economics/business education; and (7) student self-reports on teacher/program/peer influence on course choices. The dependent variables were 12 career exploration courses in rank order of popularity. Computations included Pearson product moment correlation, multiple regression analysis, and Behrens-Fisher t-tests. Some conclusions were that exploratory business education courses can successfully be implemented at the middle school and that it is possible to design learning activities which appeal to a wide range of student backgrounds. Sex, race, and occupational value-security were the most frequently appearing and stable influencing variables. Career exploration course selection by preadolescents is only moderately explainable by personal/environmental analysis. (Author/EA)

ED 110 717 CE 004 513
Hale, Guy J. And Others
Modern Mathematics as Applied to Machine Trades: Volumes 1 and 2.
Indiana State Univ., Terre Haute. Dept. of Vocational-Technical Education.
Spons Agency—Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.
Pub Date 73
Note—642p.
EDRS Price MF-$1.08 HC-$32.37 Plus Postage
Descriptors—*Curriculum Guides, *Instructional Materials, *Machine Tool Operators, Machine Tools, Machinists, Mathematical Applications, Mathematical Concepts, Mathematical Vocabulary, *Mathematics Instruction, Mathematics Materials, Modern Mathematics, Research Projects, Secondary Education, Teaching Methods, Technical Education, *Technical Mathematics, Technology, Trade and Industrial Education, Worksheets
Identifiers—Machine Trades

Through a research grant funded by the Vocational Division of the Indiana State Department of Public Instruction, a developmental research project was undertaken to develop machine trades-related mathematics materials using the terminology, concepts, and methods of modern mathematics. The two volume set is designed to be utilized by first and second year machine tool technology students. Included in the document are technical information lead-in sheets, machine trades technical information sheets, technical assignment sheets, sample technical operation sheets, and sample technical job sheets. The technical information lead-in sheets present, in simple and direct manner, important terminology, concepts, and methods utilized in modern mathematics. The units may be used for both practice and reference; practice problems with answers are divided with each lead-in sheet. Each of the machine trades technical information sheets presents specific machine tool technology, technical information utilizing the modern mathematics approach, and terminology. As much as possible these units emphasize understanding of the concepts and formulas involved. Technical assignment sheets including assigned problems and answers have been included to provide the student with practice. Appended is a partial listing of books that might be utilized for additional study in the machine trades and in modern mathematics. (Author/BP)

ED 110 718 CE 004 515
Matteson, Harold R.
Function-Task-Competency Approach to Curriculum Development in Vocational Education in Agriculture: Research Report No. 1. Project Background, Plan, and Model Development.
Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date Jul 74
Note—38p.; For related document, see CE 004 516
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Agricultural Education, Curriculum, *Curriculum Development, Curriculum Planning, Curriculum Research, Educational Methods, *Educational Strategies, *Models, Occupational Clusters, *Performance Based Education, Performance Criteria, Post Secondary Education, Secondary Education, Task Analysis, Vocational Agriculture, Vocational Education

The report explains the construction of the function-task-competency method of developing vocational education curricula in agriculture at the secondary and postsecondary levels. It discusses at some length five approaches to the development of vocational education curricula used in the past: the subject approach (which centers on subjects taught on a yearly basis); the integrated approach (which cuts across all subject areas on a yearly basis); the job analysis, occupational analysis, or competency approach (which focuses on task analysis); occupational areas or cluster approach (which defines competencies which are common to a number of related jobs and/or occupations); and functions of industry approach (which focuses on the different processes performed in business and industry to achieve success). The report develops a conceptual model for integrating these approaches into a comprehensive curriculum model consisting of a linear diagram which proceeds successively from occupational clusters through function, tasks, competencies, competency clusters, and a subjective value, philosophy, and student interest screen to curriculum development. After discussing the assumptions underlying the model, the report concludes with brief discussions of the five operational phases of the model construction, and the methodology and significance of the study. (JR)

ED 110 719 CE 004 516
Matteson, Harold R. And Others
Function-Task-Competency Approach to Curriculum Development in Vocational Education in Agriculture: Research Report No. 2. Professional Competencies Possessed and Needed by Vocational Instructors in Agriculture and When They Should Be Developed.
Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date Aug 74
Note—116p.; For related document, see CE 004 515
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—*Agricultural Education, Educational Background, Inservice Teacher Education, *Performance Based Teacher Education, *Performance Criteria, Post Secondary Education, Preservice Education, Questionnaires, Secondary Education, *State Surveys, Tables (Data), Task Analysis, Teacher Response, Teaching Experience, *Vocational Agriculture Teachers, Vocational Education
Identifiers—*Wisconsin

The report examines the professional competencies needed by postsecondary and secondary school agricultural education instructors. A questionnaire covering 11 functions, 39 tasks, and 89 competencies was administered by mail to the 435 vocational agriculture instructors in Wisconsin, of Whom nearly two-thirds of the secondary school and postsecondary production instructors and one-half of the postsecondary nonproduction instructors responded. A detailed examination by competency of the responses to the questionnaire indicates such things as: nonproduction respondents stressed inservice over preservice education for 23 of the 89 competencies; secondary and postsecondary production instructors either had no preference for one or the other or placed more emphasis on preservice programs; a positive relationship existed between the secondary and nonproduction respondents' participation in student teaching and their ability to plan for instruction; in general, respondents that had most frequently participated in inservice activities placed greater emphasis on the development of professional competencies in their inservice rather than their preservice educational programs. The report closes with brief discussions of competencies agriculture education instructors should possess, clientele needs, and adequate delivery system development. Four appendixes reproducing the questionnaire and tabulating the study's results comprise 40 pages. (JR)

ED 110 720 CE 004 517
Leadership for the 1970's: Consolidated Army War College Leadership Monograph Series 1-5.
Army War Coll., Carlisle Barracks, Pa.
Pub Date Jan 75
Note—70p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Behavioral Science Research, *Behavior Patterns, Behavior Theories, Demography, Interpersonal Relationship, *Leadership, Leadership Qualities, Leadership Styles, Military Personnel, *Officer Personnel, Organizational Climate, Personnel Management, Racial Attitudes, Racial Composition, Racial Differences, Racial Distribution, *Role Perception
Identifiers—Army

The collection of five monographs focuses on the idea of reciprocity as expressed through an informal "contract" between the individual and the organization, and examines specifically that portion of the contract that involves the individual leader, his superior, and his subordinates. The basic idea is that the individual leader at any level expects certain behavior from his superior, his subordinates, and himself. Also, both his superior and his subordinates expect certain behavior from him. It appears that only when these expectations are known and met can true leadership take place. These monographs attempt to define the appropriate terms of the informal contract and the extent to which they are recognized and fulfilled throughout the Army. Attention is focused on four basic leadership modules: Junior NCO leadership; Senior NCO leadership; Company Grade Officer leadership; and Field Grade Officer leadership. Data on the modules are structured so as to reflect racial characteristics and attitudes in the first two monographs: "Demographic Characteristics of U. S. Army Leaders" and "Satisfaction with U. S. Army Leadership." The remaining monographs examine the informal contract in terms of specific behaviors for Junior NCO leadership, Senior NCO leadership, and Company Grade Officer leadership. An appendix lists 43 leadership behaviors. (Author/PR)

ED 110 721 CE 004 518
Ganong, Robert
Manpower Requirements for Massachusetts: by Occupation, by Industry, 1970-1980.
Massachusetts State Div. of Employment Security, Boston.
Pub Date Apr 74
Note—31p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Demand Occupations, Employment Opportunities, Employment Patterns, *Employment Projections, Employment Statistics, Employment Trends, *Industry, Labor Market, *Manpower Needs, Manpower Utilization, Occupational Surveys, *Occupations, *State Surveys, Statistical Data, Statistical Surveys, Tables (Data)
Identifiers—*Massachusetts
The report is an approximation of industrial and occupational needs for 1970-80 for 225 industries and 445 occupations in Massachusetts based on industry and employment records for 1960-71, occupational employment levels as reported in the 1970 Decennial Census, and the national industry/occupational matrix. The occupational demand detailed in the report's two lengthy tables is based on anticipated changes in industrial employment and replacement demand likely to arise due to deaths, retirements, and transfers of experienced workers to other occupations. Industry employment trends indicate: manufacturing will suffer the greatest decrease in employment; employment in contract construction will increase substantially; employment in transportation, communications, public utilities, wholesale and retail trade, finance, insurance, real estate, and public administration will grow moderately; and employment in agriculture, forestry, and fisheries will decline. From the occupational standpoint, the growth in the professional, technical, and kindred occupations will be substantial; the net demand in the clerical field will be the largest among the nine major occupational divisions; demand for workers in the service worker field will increase over the 1970-80 period; and among the remaining occupational divisions, all except operatives and kindred workers and farmers and farm workers will show positive growth rates. (Author/JR)

ED 110 722 CE 004 519
The Way Out: A Pilot Project in Adult Literacy. Report No. 1-1974.
Council of Adult Education, Melbourne (Australia).
Pub Date 74
Note—52p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Adult Literacy, *Adult Programs, *Foreign Countries, *Functional Illiteracy, Group Experience, Illiteracy, *Pilot Projects, Small Group Instruction, Teacher Workshops
Identifiers—*Australia
The purpose of the 1973 Pilot Literacy Project (Victoria, Australia) was to explore the nature of the problem of nonmigrant adults who had attended school but who considered themselves illiterate or functionally illiterate, to discover what sort of people were illiterate and to what extent, and to examine home influences and educational background. Of the 166 illiterate and semi-illiterate people involved, nearly half were self-generating starters, about one-third responded to a television presentation, and one-third were already known to agencies. The majority had primary school education and over half had one to three years of post-primary schooling. Approximately three-fourths of the group were below 35 years of age. The project geared toward a noninstitutional approach. Tutors, refereed to as group leaders, worked as a task force operating in homes, factories, libraries, and community and church centers. The project was subsidized for 12 groups not exceeding five members. The social benefits derived from group involvement were improved self-concepts, increased employment opportunities, and group unity. Monthly workshops for tutors provided continuous evaluation, information, and support group functions. The concluding section sets forth recommendations by the Victoria Council of Adult Education to combat adult illiteracy. (EA)

ED 110 723 95 CE 004 520
Peters, Richard O.
Career Education Instructional Materials Guide for Teachers: Kindergarten Through Grade Twelve.
New Hampshire Supervisory Union 58, Groveton.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Jul 75
Note—22p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Audiovisual Aids, *Career Awareness, *Career Education, Elementary Education, *Instructional Materials, Junior High Schools, *Resource Guides, Resource Materials, Secondary Education
With the emphasis on the development of a career education program and its integration into the existing school curricula, the guide's purpose is to identify for K-12 teachers selected career education instructional materials which can be used for the purpose of implementing a classroom oriented career awareness program. These materials collectively provide students with a wide variety of sensory as well as affective, cognitive, and psychomotor domain information and experiences. The first part of the document focuses on the K-6 grade levels with a listing of filmstrips, films, cassettes, posters, booklets, multimedia kits, and pupil books. The second part of the document focuses on the 7-12 grade levels with a listing of such instructional materials as filmstrips, booklets, textbooks and manuals, cassettes, transparencies, workbooks, and multimedia kits. Each listing provides a brief description of the materials and the publisher. Also provided after each section is a list of the addresses from which the materials can be obtained. (Author/BP)

ED 110 724 CE 004 522
Borman, Christopher And Others
Teacher Directed Model for Career Education Implementation.
Texas A and M Univ., College Station. Center for Career Development and Occupational Preparation.
Spons Agency—Texas Education Agency, Austin.
Pub Date May 75
Note—114p.
Available from—Center for Career Development and Occupational Preparation, College of Education, Texas A and M University, College Station, Texas 77843 (No price given)
Document Not Available from EDRS
Descriptors—*Career Education, *Educational Administration, Educational Needs, Educational Objectives, Educational Resources, *Guidelines, Instructor Coordinators, *Models, Program Development, Resource Guides, Resource Materials, Staff Orientation, *Teacher Guidance, Teacher Workshops
Identifiers—Needs Assessment
Intended as workshop guidelines, the model for career education implementation contains six modules which outline the procedure for integrating career education into the instructional process, and describes a multi-media approach to guide administrators through the developmental process. Module one, Preparation for District Career Education Implementation, provides an overview of career education for key school administrators and outlines a positive plan of action to implement a K-12 career education program. Module two, Development of School District Goals and Objectives, outlines realistic goals and objectives for career education products and processes. Module three, Conducting and Interpreting Career Education Needs Assessments, pertains to instruments for conducting assessments and materials for interpreting their results. Module four, Building Staff Awareness and Orientation, provides guidelines for a presentation to assure staff awareness of the career education concept. Module five, Processes and Resources, suggests commercial and teacher developed materials and provides guidelines for a slide/tape presentation demonstrating the diversity of approaches to career education curriculum infusion. Module six, Implementation, discusses teachers' development of plans for career education curriculum infusion by grade level and subject matter area and the selection of faculty teams to insure sequential curriculum change. (Author/JR)

ED 110 725 CE 004 523
Carnahan, James E.
Development of Course and Materials for Training in DWI Law Enforcement: Detection, Apprehension and Testimony. Final Report.
Michigan State Univ., East Lansing. Highway Traffic Safety Center.
Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.
Pub Date Aug 74
Note—80p.; For student manual, see ED 103 586; For course guide, see ED 103 641; For instructor's manual, see ED 103 720
Available from—National Technical Information Service, Springfield, Virginia 22161; Printed course materials are available from the Government Printing Office ($14.50); Films and audiovisual aids are available from the National Audiovisual Center ($829.75)
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Alcohol Education, Alcoholism, *Course Descriptions, *Curriculum Development, Curriculum Planning, *Drinking, Instructional Programs, Job Training, *Law Enforcement, Police, Police Action, Student Centered Curriculum, Teaching Techniques, *Traffic Safety
Identifiers—*Drinking Drivers
The report summarizes the nature, scope, and procedures used in the development of a student-oriented instructional program for training police officers in the enforcement of driving-while-intoxicated laws. Instructional materials were prepared and tested in four field trials, revised where necessary, and prepared for mass distribution and program implementation. The course is designed to last 40 hours and covers 16 subjects: orientation, alcohol and highway safety, preparing for alcohol enforcement task, detection of drinking driver (pre-apprehension), detection of drinking driver (apprehension), pre-arrest investigation (field contact), pre-arrest investigation (accidents), handling of the drinking driver suspect, psychophysical testing (classroom), psychophysical testing (laboratory), chemical testing, experience in degenerative effects of alcohol, legal authority in alcohol enforcement, case presentation (testimony), course review, and student and course evaluation. The report includes an outline of the course, and a list of teaching strategies keyed to the outline. An 80-item bibliography and lists of course-related instructional media, transparencies, and evaluation aids conclude the document. (Author/PR)

ED 110 726 CE 004 525
Dinger, Jack C. And Others
A Follow-Up Study of the Post School Employment Success of Graduates from Four High School Special Education Programs in the Midwestern Intermediate Unit IV in Pennsylvania for the School Years 1969-70, 1970-71 and 1971-72. A Final Report.
Midwestern Intermediate Unit 4, Grove City, Pa.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.
Pub Date 30 May 73
Note—150p.
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—*Educable Mentally Handicapped, *Employment Level, Employment Qualifications, *Followup Studies, *High School Graduates, Job Placement, Occupational Guidance, Program Evaluation, Regional Programs, School Surveys, Secondary Education, Special Education, *Special Programs, Statistical Surveys, Student Characteristics, Student Opinion, Success Factors, Vocational Development, Vocational Education, Work Study Programs
Identifiers—Pennsylvania (Middle Western)
In the middle western area of Pennsylvania, four model programs have been developed at the high school level to provide occupational orientation and preparation for the educable mentally retarded: The Community Based Work-Study Program, The Academic Special Education Program, The External Vocational Program, and The Internal Vocational Program. The study was undertaken to investigate the post-school employment success and selected characteristics of graduates from each of these programs. The opportunity was also provided for graduates to evaluate the effectiveness of their high school programs. The study was based on 183 (71 percent of the possible 259) graduates. Some significant findings included: a significantly higher proportion of successfully employed graduates had been enrolled in work study programs than in any of the other three programs; female special education students are not, regardless of program, being properly prepared for post-school employment success; the unemployment rate of the special education graduate is five times greater than the regular education graduate; driver education is of great importance; and placement services were successful

in placing eight out of nine graduates. Data on 93 variables are presented in a number of tables, and 15 specific recommendations are made from them. (Author/PR)

ED 110 727 CE 004 526
On-The-Job Training: A Practical Guide for Food Service Supervisors.
Hospital Research and Educational Trust, Chicago, Ill.
Pub Date May 75
Note—96p.
Available from—Hospital Research and Educational Trust, 840 North Lake Shore Drive, Chicago, Illinois 60611 ($5.00)
Document Not Available from EDRS
Descriptors—Adult Education, *Food Service Occupations, Food Service Workers, Job Analysis, Job Skills, Learning Activities, Lesson Plans, Occupational Information, *On the Job Training, Planning, *Supervisors, *Task Analysis, Task Performance, *Teaching Guides
Identifiers—JIT, *Job Instruction Training
The on-the-job training guide was developed to assist food service supervisors in preparing, presenting, and evaluating a Job Instruction Training (JIT) lesson, a method which employs step-by-step learning of job-related tasks. Part 1, preparing for a JIT lesson, discusses the checklist of duties, the job description, the skills inventory, the training schedule, the schedule for refresher training, the individual development record, the task procedure, and the lesson plan for a lesson on preparing dishes for washing by hand or by machine. Part 2, conducting a JIT lesson, explains the four steps involved in training: preparing the worker, presenting the task, trying out performance, and following through. Part 3, evaluating a JIT lesson, discusses improving training procedures through instructor self-evaluations, and worker and observer evaluations. Part 4, providing more examples, repeats the procedures used in part 1 for use in preparing training lessons for storeroom clerks, assistant cooks, salad makers, tray assemblers, and cook's helpers. Part 5, "Good Luck in Your Training," contains blank forms useful in preparing JIT lessons. (JR)

ED 110 728 CE 004 527
Riley, Clayton *Turner, Betty*
Developmental Programs in Distributive Education: Internship Training for Distributive Education Students. Final Report.
Western Kentucky Univ., Bowling Green.
Pub Date Apr 74
Note—73p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Career Choice, *Career Education, Career Planning, *Developmental Programs, *Distributive Education, Field Experience Programs, *Internship Programs, Program Descriptions, Program Development, *Records (Forms), School Industry Relationship, Secondary Education, Technical Education, Vocational Education
The Distributive Education Development Project was developed to give high school students an opportunity to observe on-the-job experiences by means of an internship system. The project provided information and suggested procedures for implementing the internship program in State vocational-technical schools and high schools by establishing provisions for student visits to distributive businesses to receive first hand information on the specific skills and competencies needed upon entering the work force. Three results were seen as significant accomplishments: businessmen involved in the program upgraded their knowledge of distributive education; a model coordinator handbook (not included in the document) was developed; and students were provided with career decision opportunities, hands-on job experiences, and the opportunity to evaluate their choice. Two-thirds of the document comprises appendixes reproducing: the rotation schedule; sample survey forms, internship agreement, and training plan; pretest and posttest; observation experience form; program participants; suggested calendar of rotation; daily progress report and progress chart; and the proposal for the internship program. (Author/PR)

ED 110 729 CE 004 529
Operation Breakthrough, 1973-1974. Final Evaluation Report. And: Fourth Quarterly Progress Report for Operation Breakthrough.
EDCON Associates, Willow Grove, Pa.
Pub Date [74]
Note—57p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Attendance, Business Responsibility, Case Studies, Demonstration Projects, *English (Second Language), English Instruction, Enrollment Influences, *Entry Workers, Experimental Programs, Failure Factors, *Industry, *Inplant Programs, Organizational Development, Program Evaluation, *Spanish Speaking, Standardized Tests, Statistical Data, Success Factors, Tables (Data), Test Results
Identifiers—Attendance Influences, *Operation Breakthrough
The document comprises the final evaluation report and the fourth quarterly progress report of Operation Breakthrough, an experimental demonstration project to upgrade Spanish-speaking workers in entry-level factory jobs. Ten classes at six sites with a total of 133 students were held; 53 attended at least 50 of the total 150 hours. Classes were conducted either prior to or after working hours, although part of the class time overlapped with company time; the companies' support of the program thus involved both teacher and worker compensation. Low attendance rate was a consistent problem, but attendance figures rose the second year, due to the companies' involvement in planning, financing, and monitoring the classes. Three sets of classes operated according to the intentions of the proposal and were found to have few operational problems while three other of the organizations' operations lacked what had been identified as essential elements. Classroom aides (company personnel) were used during the first year, but rarely during the second. They were viewed as important by teachers and administrators, allowing class flexibility and providing a resource for job-related English instruction. Conversational English was deemed important to the students. The document reports the results of interviews, monitoring visits, and test instruments. A program guide is being developed. (Author/AJ)

ED 110 730 CE 004 531
One and One-Half Years After High School Graduation: The Class of 1972.
National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No—NCES-75-701
Pub Date 16 Jun 75
Note—5p.
Journal Cit—Advanced Statistics for Management Bulletin; n21 June 16, 1975
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Educational Research, *Followup Studies, *Graduate Surveys, *High School Graduates, Longitudinal Studies, National Demography, National Surveys, Post Secondary Education, Statistical Analysis, Statistical Data, Statistical Surveys, *Student Characteristics, *Work Experience
The bulletin presents selected results of the first followup survey of the national longitudinal study of the high school class of 1972, conducted by the National Center for Education Statistics. Information is presented, in percentages (weighed national estimates), on the personal characteristics, postsecondary schooling, and civilian work experiences of these young people one and one-half years after high school graduation. In some cases, descriptive statements include comparisons of subgroups classified by high school program, race, ability, socioeconomic status, or sex. Information on nine personal characteristics is offered, including a rating of 11 values (86 percent found marriage and family life most important, 8 percent considered community leadership least important). The bulletin reveals that 64 percent had attended some kind of school or college since high school; of those, high percentages were satisfied with their growth and skills development. Those working (64 percent of the class) were most satisfied with working conditions, least satisfied with advancement opportunities. The most successful methods of obtaining jobs were direct application to employer (52 percent) and friends and relatives (46 percent); newspaper advertisements netted only 15 percent of respondents' jobs, and employment and placement services helped only 6 percent. A brief background description of the study, definitions, and footnotes are provided. (AJ)

ED 110 731 CE 004 533
Illinois Public Community College Statewide Occupational Student Follow-Up Study: Phase 1 Preliminary Report.
Illinois Community Coll. Board, Springfield.
Pub Date Jun 75
Note—38p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Career Education, College Curriculum, College Programs, College Students, *Community Colleges, Data Collection, Educational Accountability, *Enrollment Influences, *Followup Studies, Part Time Students, Post Secondary Education, Sex Differences, *Student Characteristics, Tables (Data)
Identifiers—ICCB, *Illinois, Illinois Community College Board
The first statewide followup study of occupational/career education students in Illinois community colleges was developed through the efforts of the Illinois Community College Board (ICCB) Research Advisory Council and the special Occupational Followup Subcommittee. The Phase 1 data for the followup study consisted of reporting student characteristics. Participation in the followup study consisted of all 38 community college districts in Illinois and 46 community colleges involving 27,663 students. The preliminary data for Phase 1 of the study were reported by each of the Illinois public community colleges and based on the number of new fall 1974 students in the occupational/career program. The reports classified these students by their curriculum, type of attendance (45.3 percent full-time, 54.7 percent part-time), sex (49.7 percent male, 50.3 percent female), and original intent for enrolling at the college (56.2 percent preparation for employment in career areas, 21.2 percent skill improvement). The preliminary report shows that although there are slight differences between the original intent of male and female students, significant differences occur between full-time and part-time students. It is concluded that followup data will be needed and can be accomplished through proposed phases 2 (withdrawal analysis) and 3 (followup and employer surveys). Appended materials include sample report forms and a standardized survey instrument. (BP)

ED 110 732 CE 004 534
Anderson, Stephen M.
The Adult Basic Education Program: 1971-72 Regular and 1972 Summer School Terms. Consolidated Program Information Report.
National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No—NCES-75-309B
Note—5p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Adult Basic Education, Budgeting, Budgets, *Educational Finance, *Expenditures, *Federal Aid, Federal Programs, Financial Support, Program Budgeting, *Program Costs
An estimated 820,000 adults were enrolled in Federally-funded adult basic education projects during the 1971-72 school term. A total of $36.7 million was expended in projects operated during the 1971-72 school term and the 1972 summer school term. Expenditures were primarily for direct educative services and supporting services. Direct educative services accounted for an estimated $25.9 million (70.5 percent). Of that total, $13.6 million was expended on English language arts, reading, and social sciences; $4.1 million for natural sciences and mathematics; $3.8 million on vocational training; and $4.4 million on other services including textbooks, cultural activities and studies, and special curricula for the handicapped. Supporting services accounted for $10.3 million (28.1 percent) of the total Federal expenditure. Approximately $4.5 million of that was spent for administration and information dissemination. A total of $203,000 was spent on program development. Expenditures for other services including testing, psychological and guidance services, library resources, and audiovisual materials, amounted to $5.0 million. Together, direct educative services and supporting services accounted for 98.6 percent of all money expended. Other services, including maintenance and operation of plant, fixed charges, ancillary services, and capital outlay, accounted for $516,000 (1.4 percent). (Author/PR)

ED 110 733 95 CE 004 535
Gipson, Constance F. *Lynn, James J.*
Public Service Occupations Curriculum Project: Final Report.
California State Dept. of Education, Sacramento. Div. of Vocational Education.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washing-

ton, D.C. Curriculum Center for Occupational and Adult Education.
Pub Date Jun 75
Grant—OEG-0-71-4780(357)
Note—85p.; For related documents, see CE 004 536-537
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Administrator Attitudes, Adult Education, Career Education, Curriculum Design, *Curriculum Development, *Curriculum Evaluation, Curriculum Planning, Experimental Curriculum, *Field Studies, *Public Service Occupations, *Questionnaires, Secondary Education, State Programs, Student Opinion, Teacher Attitudes

The Public Service Occupations Curriculum Project was designed to serve as a master curriculum resource for school districts in the implementation of a career education program in public service occupations. The project produced comprehensive curriculum materials for grades 7-12 and adult education which can be adapted by local school districts to suit their particular needs. The report summarizes the activities of the project and evaluative data gained from field testing the curriculum in vocational and general modes of education. Much of the document reproduces and discusses the results of field-test questionnaires used for students, teachers, and administrators. Test sites in California and New York are described in some detail. The major results of the program were: administrators, teachers, and students generally agreed that the project materials had content validity; teachers felt that the curriculum guides were easy to adapt to their teaching styles and could be used in varying instructional situations; and the program is administratively feasible. (Author/PR)

ED 110 734 95 CE 004 536
Gipson, Constance F.
An Appraisal of the Second Year and Recommended Activities and Strategies of the National Advisory and Review Committee.
California State Dept. of Education, Sacramento. Div. of Vocational Education.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.
Pub Date Oct 74
Grant—OEG-0-71-4780(357)
Note—29p.; For related documents, see CE 004 535 and CE 004 537
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Annual Reports, Career Education, Curriculum Design, *Curriculum Development, *Curriculum Planning, Educational Strategies, Experimental Curriculum, Information Dissemination, *Material Development, *Program Effectiveness, Program Evaluation, *Public Service Occupations

The report is a review and analysis of the status of the Public Service Occupations Curriculum Project, and is an outgrowth of discussions and recommendations from the February 1974 meeting of the National Advisory and Review Committee of the California State Department of Education, Vocational Education Section. Approximately one-half of the report is an overview of accomplishments relating to: the design of the curriculum, the orientation phase, the preparation phase, development of test materials, design of the exploration guide, and design of the implementation guide. The remainder of the report is devoted to recommended activities and strategies relating to: last year's work, input gained from field testing, the exploration guide, the implementation guide, packaging the projected materials, and dissemination of the project materials. (Author/PR)

ED 110 735 95 CE 004 537
Burns, William E.
Selected Excerpts and Recommendations of the National Advisory and Review Committee: Public Service Occupations Curriculum Project.
California State Dept. of Education, Sacramento. Div. of Vocational Education.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.
Pub Date Jan 72
Grant—OEG-0-71-4780(357)
Note—39p.; For related documents, see CE 004 535-536
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Career Education, *Cluster Grouping, *Curriculum Development, Curriculum Planning, Educational Objectives, Entry Workers, *Guidelines, Occupational Clusters, *Public Service Occupations, Relevance (Education), Vocational Development

The summary report is an outgrowth of a 1972 meeting of the National Advisory and Review Committee of the California State Department of Education, Vocational Education Section. The principal intent of the report is to provide project staff and consultants insight into the problems of career development for public service occupations, as well as solutions to those problems. The report is organized around six key issues confronting project implementation to which the Advisory and Review Committee addressed itself: definition of public service, goals of public service curriculum at the secondary level, curriculum content and planning, job category analysis, basis for entry level jobs, and curriculum guidelines concepts. Specific recommendations have been identified to further assist in project management and implementation. An introductory section considers the project's relationship to the U.S. Office of Education thrust in career education. (Author/PR)

ED 110 736 95 CE 004 538
Clark, Anthony B. And Others
An Analysis of the Waste Water Treatment Operator Occupation.
Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 30 Dec 74
Note—129p.; For related documents, see CE 004 160-206, CE 004 263-268, CE 004 425-427, and CE 004 539-540
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—*Instructional Materials, *Job Analysis, Job Skills, Machine Repairmen, *Occupational Information, Post Secondary Education, Task Analysis, Task Performance, Trade and Industrial Education, *Wastes, *Water Pollution Control
Identifiers—*Waste Water Treatment Operator

The occupational analysis contains a brief job description for the waste water treatment occupations of operator and maintenance mechanic and 13 detailed task statements which specify job duties (tools, equipment, materials, objects acted upon, performance knowledge, safety considerations/hazards, decisions, cues, and errors) and learning skills (science, mathematics/number systems, and communications). The 13 task statements cover the following performance duties: screening and comminuting, grit removal, pumping, flow measurement, pretreatment by chemical addition, coagulation and flocculation, sedimentation and primary and secondary solids removal, sludge wasting and digestion, biological decomposition through sludge process (contact stabilization, step aeration, conventional activated sludge, and extended aeration), biological decomposition through trickling filters, biological decomposition through oxidation lagoons/ponds (flucculative, aerobic, and anaerobic), chlorination, and outfall evaluation. The analysis also includes an appendix containing behavioral science objectives, a list of tools needed to perform each of the two jobs, and a glossary of terms. (JR)

ED 110 737 95 CE 004 539
Carlton, Earnest L. Hollar, Charles E.
An Analysis of the Plumbing Occupation.
Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 30 Dec 74
Note—243p.; For related documents, see CE 004 160-206, CE 004 263-268, CE 004 425-427, CE 004 538-540
EDRS Price MF-$0.76 HC-$12.05 Plus Postage
Descriptors—*Instructional Materials, *Job Analysis, Job Skills, *Occupational Information, *Plumbing, Post Secondary Education, Task Analysis, Task Performance, *Trade and Industrial Education

The occupational analysis contains a brief job description, presenting for the occupation of plumbing 12 detailed task statements which specify job duties (tools, equipment, materials, objects acted upon, performance knowledge, safety considerations/hazards, decisions, cues, and errors) and learning skills (science, mathematics/number systems, and communications). The 12 task statements cover the following performance duties: installing building sewer, installing building drains and storm sewers, installing and/or maintaining drain waste and vent systems, water supply systems, installing and/or maintaining domestic hot and cold water distribution systems, installing and/or maintaining gas and/or oil systems, installing and/or maintaining hydronic heating systems, installing and/or maintaining fire protection systems, installing and/or maintaining private sewer disposal systems, setting and/or repairing fixtures and fixture trim, and repairing plumbing fixtures and/or fixture trim. (JR)

ED 110 738 95 CE 004 540
Keir, Lucille And Others
Analysis of the Medical Assisting Occupation.
Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 30 Dec 74
Note—417p.; For related documents, see CE 004 160-206, CE 004 263-268, CE 004 425-427, and CE 004 438-439
EDRS Price MF-$0.76 HC-$20.94 Plus Postage
Descriptors—*Health Occupations Education, *Instructional Materials, *Job Analysis, Job Skills, *Medical Assistants, *Occupational Information, Post Secondary Education, Task Analysis, Task Performance, Vocational Education

The occupational analysis contains a brief job description, presenting for the occupation of medical assistant 113 detailed task statements which specify job duties (tools, equipment, materials, objects acted upon, performance knowledge, safety consideration/hazards, decisions, cues, and errors) and learning skills (science, mathematics/number systems, and communications). The 113 task statements are grouped under the following five duty headings: performing medical office management duties, completing business office duties, preparing and sterilizing instruments and supplies, assisting with clinical procedures, and performing basic laboratory procedures and diagnostic tests. (JR)

ED 110 739 CE 004 541
Kircher, Shirley E.
The Effects of a Training Package on ESL Teachers in ABE Programs.
Pub Date 27 Feb 75
Note—89p.; Master's Thesis, Colorado State University
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Adult Basic Education, *Adult Education Programs, *Adult Educators, *English (Second Language), Literature Reviews, Masters Theses, Paraprofessional School Personnel, *Teacher Education, Teacher Improvement

Teachers and paraprofessionals working as instructors in adult English as a Second Language (ESL) programs needed special training to increase their ESL skills and subject matter knowledge. A review of the literature on adult education traces the development of the concept from the eighteenth century to the present, examines the recent particular development of Adult Basic Education (ABE) and ESL within the adult education movement, and hypothesizes that ESL/ABE instructors can improve their self-confidence and competency by participating in a teacher training instructional module. Such an instructional training package was presented to three groups (26 subjects) representing a wide range of ESL programs in Colorado and Wyoming. Research data indicated that an ESL training package given to three test groups improved their knowledge of selected ESL goals and objectives and of related ESL teacher competency information. The data lead to such conclusions as: training packages geared toward special needs of ESL teachers of adults can result in significantly increased knowledge gains; and the learning package structure is well received by teachers of varying knowledge levels who are teaching students of varied backgrounds. The learning

package script (32 pages) and course outline are appended. (Author/JR)

ED 110 740 CE 004 542
Nickse, Ruth S.
Development of a Performance Assessment System for the Central New York External High School Diploma Program: An Educational Alternative for Adults: A Progress Report.
Regional Learning Service of Central New York, Syracuse.
Spons Agency—Ford Foundation, New York, N.Y.; New York State Education Dept., Albany. Regents External High School Diploma Program.
Pub Date Apr 75
Note—34p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Academic Achievement, Adult Education Programs, Adult Students, Educational Alternatives, Educational Assessment, *Equivalency Tests, *External Degree Programs, *High School Equivalency Programs, Performance Criteria, Pretesting, Secondary Education, Student Certification, *Test Construction, Testing, Tests
Identifiers—Central New York External High Sch Diploma Program
The report describes the development of an alternative performance assessment procedure for certifying adults at the secondary school level in the New York External High School Diploma Program. Unlike standardized group tests, the alternative method is characterized by such features as flexibility in time and location of testing, variety of communication methods, and continuous feedback to students. The program's first developmental objective for 1974-75 was a field test demonstration. Preparatory steps for the field test included defining performance criteria (translating generalized competencies into behavioral terms, with accompanying performance indicators), designing assessment components (developing diagnostic procedures and procedures for assessing generalized and individualized competencies), and designing the operational form of the assessment system. Later steps included pre-testing the assessment system (selection and recruitment of subjects and observers, and method of testing), and defining the role of the learning consultants (program development, counseling adult learners, and administering tests). The second objective, the awarding of diplomas, included gathering information on the program's first 20 graduates for later use in program revision. Objective three, the production of a final external diploma assessment package, will require additional time to accomplish. (JR)

ED 110 741 CE 004 543
Bregman, Ralph And Others
The Janus Report: A Report on the Changing Social Setting in the United States with Implications for New Roles for State and Local Vocational Education Personnel.
California Univ., Los Angeles. Div. of Vocational Education.
Pub Date Dec 74
Note—40p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Administrator Role, Educational Change, Educational Innovation, *Educational Needs, Educational Planning, *School Community Relationship, *Social Change, Social Influences, *Vocational Education, Vocational Education Teachers
The report on the implications of social changes in the United States for vocational education personnel contains five recommendations aimed at helping vocational education personnel at all educational and administrative levels in the various States to better maintain, enhance, and adjust their services to target populations within the changing social environment. The rationale for the recommendations rests on the analysis of the present-day United States as a post-industrial society, one characterized by its open social system, its sophisticated information systems, its large interrelated institutions and organizations, and its large number of white collar workers. While social changes occur rapidly in post-industrial society, cultural and organizational changes do not keep pace. Although such lagging behind the times does not characterize vocational education, vocational educators must be aware of the need for openness in order to develop a capacity to interact with the environment bearing on the system of vocational education, and must welcome the opportunity for such interaction. Like Janus of Roman mythology, they must look in all directions in order to effectively interact with the environment. Vocational educators, especially at the administrative level, must provide management leadership expertise so that challenges to education can be more adequately addressed. (JR)

ED 110 742 CE 004 547
1973 Report on the Career Education Effort in Iowa.
Iowa State Career Education Advisory Council, Des Moines.
Pub Date Dec 73
Note—30p.; For 1974 report, see CE 004 548
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Advisory Committees, *Annual Reports, *Career Education, Curriculum Development, Curriculum Problems, Educational Planning, *State Programs, *State Standards, Statewide Planning
Identifiers—*Iowa
The document is divided into two approximately equal sections: The first is the annual report on the career education effort in Iowa in 1973; the second is devoted to the reaction of the State Board of Public Instruction to the Council recommendations for 1972. The two sections are divided by a page listing actions which were taken in Iowa to implement the council recommendations contained in the 1972 report. The 1973 report is composed of four summarized council observations of needs and four recommendations; the sequencing of the recommendations is intended to suggest an order that might be adopted for logical, universal implementation of the career education concept. The four recommendations are: (1) that a State definition for the term "career education" be developed; (2) that a plan be developed to coordinate efforts to infuse the concept in all teacher and administrator preparation programs; (3) that State curriculum guides be rewritten to include the career education concept; and (4) that a State coordinating committee develop a plan encouraging universal implementation of the concept. The second section lists the council's 1972 recommendations with a paragraph of comment by the State Department of Public Instruction following each of the 29 recommendations. (AJ)

ED 110 743 CE 004 548
1974 Report on the Career Education Effort in Iowa.
Iowa State Career Education Advisory Council, Des Moines.
Pub Date Dec 74
Note—119p.; For 1973 report, see CE 004 547
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—Advisory Committees, *Annual Reports, *Career Education, Cooperative Education, Cooperative Programs, Educational Needs, Program Evaluation, School Visitation, *State Programs, State Surveys, Statistical Data, *Vocational Education, Work Experience Programs, Work Study Programs
Identifiers—*Iowa
The State of Iowa Advisory Council on Career Education has elected to investigate each year one specific component or element of vocational and career education in the State, rather than undertake a comprehensive review. The topic of the 1974 report is cooperative work-study programs in the State. The Council collected information and observations by visiting 12 school systems in various sectors of the State, ranging in size from large to small, located in metropolitan, suburban, and rural communities, and including both schools that do offer and that do not offer cooperative programs. The council conversed with students, teachers, and administrators; data were also collected by the Council staff, and reviewed by the Council members for purposes of verifying or rejecting field observations. The report addresses itself to three major questions: (1) How valid and appropriate is the State plan for career education? (2) How effectively are the needs of the people of Iowa being served? (3) To what extent have the recommendations contained in the Council's 1973 report been implemented? Appended to the report are 80 pages of data on which the recommendations were based, including graphs, maps, tables, supplementary papers, and a summary of information gleaned from the field visits. (Author/AJ)

ED 110 744 95 CE 004 549
The Community is the Teacher: Experienced-Based Career Education.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date 75
Note—25p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Academic Education, *Alternative Schools, *Career Education, Career Exploration, Community Involvement, Educational Innovation, *Experimental Programs, *High Schools, Information Dissemination, Occupational Information, Program Descriptions, School Industry Relationship, Secondary Education, Student Participation, *Vocational Development, Work Experience Programs
Identifiers—EBCE, *Experience Based Career Education
Experience-Based Career Education (EBCE) has been developed as an experimental program to help high school students bridge the gap between study and experience, between the classroom and the community. The key to the EBCE concept is the adult working in any local community environment who is willing to share occupational knowledge of the real world with an interested student. EBCE is a voluntary, tuition-free alternative program of full-time learning resulting in an accredited high school diploma. It differs from traditional work/education programs by emphasizing broad career and intellectual goals rather than vocational skills, by using experiential education to convey academic learning, and allowing students a greater role in educational planning. Four educational laboratories were selected in 1972 to develop and test pilot versions of EBCE in a variety of economic and social settings: Far West School, Oakland, California; Academy for Career Education, Philadelphia, Pennsylvania; Appalachia Educational Laboratory, Charleston, West Virginia; Northwest Regional Educational Laboratory, Portland, Oregon. One of EBCE's future challenges is to help school systems to make the changes needed to accommodate this complex innovation. The forthcoming EBCE dissemination/service plan includes regional demonstration centers, State networks, and interagency cooperation at the national level. (EA)

ED 110 745 CE 004 552
Summaries of Research Studies in Agricultural Education: Southern Region: 1973-74.
Louisiana State Univ. and A and M Coll. System, Baton Rouge. School of Vocational Education.
Spons Agency—American Vocational Association, Washington, D.C. Committee on Research in Agricultural Education.
Pub Date [75]
Note—47p.; For 1972-73, see CE 004 553
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Abstracts, *Agricultural Education, *Agricultural Research Projects, Annotated Bibliographies, Doctoral Theses, *Educational Research, Masters Theses, Research
The compilation of summaries of completed research studies in agricultural education includes reports of 48 studies reported during 1973 and 1974 from nine States of the Southern region. The studies are listed alphabetically by author. Each entry includes bibliographic data and descriptions of each study's purpose, methods, and findings. The document concludes with a list of research studies in progress in 1974-75 and a subject index. (BP)

ED 110 746 CE 004 553
Summaries of Research Studies in Agricultural Education: Southern Region: 1972-73.
Louisiana State Univ. and A and M Coll. System, Baton Rouge. School of Vocational Education.
Spons Agency—American Vocational Association, Washington, D.C. Committee on Research in Agricultural Education.
Pub Date [74]
Note—49p.; For 1973-74, see CE 004 552
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Abstracts, *Agricultural Education, *Agricultural Research Projects, Annotated Bibliographies, Doctoral Theses, *Educational Research, Masters Theses, Research
The compilation of summaries of completed research studies in agricultural education includes reports of 53 studies reported during 1972-73 from 10 States of the southern region. The studies are listed alphabetically by author. Each

entry includes a bibliographic data and descriptions of the study's purpose, methods, and findings. The document concludes with a list of research studies in progress during 1973-74 and a subject index. (BP)

ED 110 747 CE 004 554
Heyel, Kathryn A.
A Selected Annotated Bibliography of Resource Materials for the Implementation [of] Career Education: Grades K-3. Publication No. 0003.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Pub Date Apr 75
Note—116p.
Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($1.50 plus postage)
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—*Annotated Bibliographies, Audiovisual Aids, *Career Education, Elementary Education, Instructional Materials, *Primary Education, *Resource Guides
The annotated bibliography of print and nonprint materials associated with career education is for use in kindergarten through the third grade. The bibliography is arranged according to grade level and subdivided under each grade into typical course units usually associated with that grade. The headings are: Kindergarten (family, jobs, community, helpers, and school workers); Grade One (family workers, foods, clothing, and homes); Grade Two (food, clothing, shelter, schools/maps, and recreation); and Grade Three (communities, colonial times, kinds of communities, community needs, and citizenship). Under each curriculum category, media are classified as print or non-print materials. Print materials total 332 entries and are listed alphabetically by author. Non-print materials total 248 entries and are grouped according to medium and listed alphabetically by title. All entries provide bibliographic data, a brief annotation, and code letters identifying the source of each entry (principally book lists and catalogs). A brief summary outlines the findings, conclusions, and recommendations of the researchers involved in the project. Tables summarizing the characteristics of the entries are appended, together with a short reading list about career education. (BP)

ED 110 748 CE 004 555
Gasior, Albert G.
Agriculture for Little People. Publication No. 0004.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Pub Date Jul 75
Note—79p.
Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($1.50 plus postage)
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Agribusiness, *Agricultural Education, Career Awareness, Career Education, *Curriculum Guides, *Learning Activities, Primary Education
The document is a collection of teacher guides to sample units introducing agriculture at the primary level; part or all of the units can be used along with the regular curriculum during the school year. Intended to acquaint K-3 students with agriculture's important role, the purpose of the course is to impart basic knowledge of materials, tools, processes, concepts, and career opportunities in agriculture. Five introductory units prepare students to focus on agriculture; the guide outlines are very brief. The nine sample units on agriculture are activity-based; the teacher guides are presented in the form of brief outlines in general terms, outlining basic procedures and listing content-area skills such as reading and mathematics which may be developed in the course of the activities. Four of the nine sample units are field-trips (to an orchard, a tomato farm, a golf course, and a stadium); four others involve the planting and maintenance of school gardens (flowers from bulbs, flowers from seeds, fruit in a greenhouse, and vegetables); and the remaining sample unit teaches leaf collection and identification through a "school rake-up." A teacher evaluation form, agribusiness career information, listed teaching resources, and 10 student activity sheets are included. (AJ)

ED 110 749 CE 004 556
Career Development Guide: Grades K-5.
Oshkosh Area Public Schools, Wis.
Pub Date Jan 73
Note—174p.
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—Career Awareness, *Career Education, Career Exploration, *Curriculum Guides, Educational Objectives, *Elementary Education, Learning Activities, Resource Guides, Self Actualization, *Vocational Development
The Oshkosh Career Development Guide provides a framework on which to build a career development program. The first 20 pages of the document include an introduction, a diagram of the career development model, a career development scope and sequence model chart, and a brief description of the program's three components: self, the world of work, and career planning and preparation. The remaining 112 pages comprise lesson plans, presented under the first two headings for grades K-3, and under all three headings for grades 4 and 5. Each lesson is based on a general concept and objective, further divided into behavioral objectives with accompanying suggested learning activities, resources and materials, and evaluation procedures to be used by the teacher. The document concludes with a local resource guide, a glossary of career education terms (K-12), sample teacher worksheet and evaluation forms, and resource materials evaluation forms. (BP)

ED 110 750 CE 004 557
Career Awareness for Deaf Education: Resource Curriculum Guide: Pre-Kindergarten-Grade 12.
South Dakota School for the Deaf, Sioux Falls.
Spons Agency—South Dakota State Dept. of Public Instruction, Pierre. Div. of Vocational-Technical Education.
Pub Date Jun 75
Note—263p.
EDRS Price MF-$0.76 HC-$13.32 Plus Postage
Descriptors—Behavioral Objectives, Career Awareness, *Career Education, *Curriculum Guides, *Deaf Education, Educational Objectives, Elementary Secondary Education, Instructional Materials, Job Application, *Learning Activities, Resource Materials, Special Education
The comprehensive career awareness curriculum guide for the deaf and the hearing-impaired is the result of a research and development project conducted at the South Dakota School for the Deaf; teachers produced and pilot-tested the materials. The pre-kindergarten through primary level guide (approximately 100 pages) consists of teacher objectives matched with lists of resources and career-related instructional activities; it provides a self-awareness and attitude-development program and a basic exposure to the world of work. Guides for intermediate-level instructional units (30 pages), to be taught independently or incorporated into the regular curriculum, provide information about the world of work and opportunities to explore various occupations, and broaden the student's awareness of his environment. Identifying personal strengths and weaknesses is emphasized, to aid in realistic career-planning. The secondary teacher's guide (60 pages) matches teacher-objectives with lists of resources and learning activities. The content is related to occupational information about 12 job clusters; the curriculum developers were careful that their selections would be the most practical for the deaf person. A guide to teaching job-seeking skills (40 pages) and a listing of established postsecondary facilities offering programs for deaf students complete the document. (AJ)

ED 110 751 CE 004 558
Boatman, Ralph H., Ed. Huther, John W., Ed.
Allied Health Education/Transfer of Credit: Recommendations of the North Carolina Articulation Project.
North Carolina State Dept. of Community Colleges, Raleigh.; North Carolina Univ., Chapel Hill.
Spons Agency—National Institutes of Health (D-HEW), Bethesda, Md. Div. of Allied Health Manpower.
Pub Date Oct 74
Note—91p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Administration, *Articulation (Program), *Credit Courses, *Credits, Dental Assistants, Dietetics, Educational Programs, Environmental Technicians, *Health Occupations Education, Medical Laboratory Assistants, Medical Record Librarians, Medical Record Technicians, Nutrition, Physical Therapy, Post Secondary Education, Radiologic Technologists, *Transfer Policy
Identifiers—*Credit Transfer, Respiratory Therapy
The North Carolina Allied Health Articulation Project was launched to develop procedures which would enable an individual to transfer credit from an allied health education program in one setting to some program in higher education. In 1972-73, study committees were appointed to deal with the allied health professions of physical therapy, radiologic technology, medical laboratory technology, and the dental auxiliaries. The following year committees focused on medical record administration, nutrition and dietetics, respiratory therapy, and environmental health technology. The disciplines of this report are restricted to those for which preparation is likely to be acquired in two and four-year institutions of higher education. The three basic patterns leading to professional status which are expected to prevail are: (1) pre-professional curriculum--associate degree (optional), (2) basic professional curriculum--academic certificate or associate degree, and (3) intermediate professional curriculum--academic certificate or associate degree. The third section of the report examines problems related to credit transfer involving criteria for admissions, credit, grades, curriculum, student services, and institutional autonomy, and then recommends appropriate guidelines. More than half of the document consists of an appendix which outlines the status and the recommendations for the transfer of credit of the eight allied health professions studied by this project. (EA)

ED 110 752 95 CE 004 559
Honey, John C. Hartle, Terry W.
A Career Education Entitlement Plan: Administrative and Political Issues.
Syracuse Univ. Research Corp., N.Y. Educational Finance and Governance Center.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Apr 75
Note—91p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Adult Students, *Career Education, *Educational Administration, Educational Finance, Educational Policy, *Education Vouchers, Policy Formation, *Political Issues, Post Secondary Education, Student Costs, Training Allowances, Tuition Grants
Identifiers—Basic Educational Opportunity Grant, BOEG, G I Bill, TAP, Tuition Assistance Plan
The examination of administrative and political issues in career education entitlement (voucher) plans opens with a discussion of various rationales and models for entitlement programs. A discussion of existing and proposed entitlement schemes covers the Basic Educational Opportunity Grant Program (BEOG), the educational benefits provided under the G. I. Bill, the Tuition Assistance Plan (TAP) of New York State, and entitlements proposed by Norman Kurland, Herbert Striner, and Charles Benson and Harold Hodgkinson. The discussion of administrative issues covers: general administrative concerns; a new entitlement agency; participant, institution, and program eligibility; student protection; information; advice and counseling; special issues related to participant support services; employed participants' needs; participant placement; and entitlement evaluation. The discussion of political issues assesses the likely reactions of the public in general, students, professionals in postsecondary education (not institutional spokesmen), institutional spokesmen, educational associations, other leading lobbying groups, the States, and the Congress. A discussion of next steps offers two proposals: one for experimenting with a new program, the other for building on existing entitlements. Four appendixes (a bibliography, administrative and political issues in career education voucher and entitlement plans, and an experimental entitlement scheme for adults to aid career related education) comprise 25 pages. (JR)

ED 110 753 CE 004 560
Aker, George F.
Criteria for Evaluating Graduate Study in Adult Education: Findings of a Study Conducted for

the Commission of Professors of Adult Education.
Chicago Univ., Ill. Center for Continuing Education.
Pub Date [74]
Note—67p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Adult Education, Bibliographies, *Evaluation Criteria, Evaluation Methods, *Graduate Study, Graduate Surveys, Performance Based Education, Performance Criteria, *Program Effectiveness, *Program Evaluation, Student Opinion

The report identifies and organizes criteria for evaluating and determining the effectiveness of graduate programs in adult education. The first phase of the study, a review of the appropriate literature, contributed to the formulation of 22 criterion statements relevant to the development of graduate study in adult education. The study's second phase involved: defining the field of adult education; developing a behavioral classification scheme for the educational objectives of graduate programs in adult education; identifying existing statements of education objectives, professional competencies, and specific on-the-job behaviors of adult educators; classifying, refining, and formulating these statements into behavioral descriptions of these objectives; and refining those behavioral descriptions into a series of 23 statements for evaluating graduate study in adult education. Phase three involved surveying the opinions of adult education graduate students and doctorates regarding the importance of graduate study in developing professional competencies in the 23 behaviors. The phase three findings indicate that all 23 behaviors are important in the practice of adult education and that nearly all adult educators have a need for increasing their competence in these behaviors. Suggestions for improving graduate programs in adult education conclude the study, with an 11-page bibliography following. (JR)

ED 110 754 95 CE 004 561
Hull, William L. Kester, Ralph J.
The Perceived Effectiveness of Innovation Diffusion Tactics. Research and Development Series No. 99.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jan 75
Note—119p.; For related documents, see ED 079 468 and ED 087 900
Available from—Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($7.50)
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—Administrative Problems, Administrator Attitudes, *Adoption (Ideas), Change Agents, *Change Strategies, Data, Data Analysis, *Diffusion, Educational Change, *Educational Innovation, Educational Research, Failure Factors, Information Dissemination, Information Utilization, Perception, Statistical Studies, Success Factors, Teacher Attitudes, *Vocational Education

The document summarizes research on the process of diffusing innovations in vocational education. The purpose was to: (1) determine if empirical dimensions of three conceptual domains (innovation, client, and strategy) exist; (2) if they exist, to identify them; (3) to describe them with empirical information; and (4) to relate the dimensions to perceived effectiveness of diffusion tactics. An interim report described the innovation and client domains; the final report identifies types of diffusion tactics and relates selected variables (types of diffusion tactics, types of clients, stages of adoption, and types of innovations) to the perceived effectiveness of these tactics. Stages of adoption are identified as awareness, interest, evaluation, and adoption. The most important finding of the study was a significant difference in the perceived effectiveness of diffusion tactics across all stages of adoption. The ratings for stage of adoption was different across all tactics. The interaction of these two variables was also significant. Individuals in the client clusters perceived tactic effectiveness differently. Respondents in different roles tended to perceive tactic effectiveness differently. These findings empirically document the need for differential use in educational change tactics for persons in different roles and for projects in different stages of adoption. (Author/AJ)

ED 110 755 CE 004 562
Moore, Eddie A. Bender, Ralph E.
Professional Educational Competency Needs of Three Groups of Vocational Agriculture Teachers in Ohio. Summary Research 3.
Ohio State Univ., Columbus. Dept. of Agricultural Education.
Pub Date 75
Note—23p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Agricultural Education, *Inservice Teacher Education, Performance Based Teacher Education, Preservice Education, *State Surveys, *Teacher Education, Teacher Educators, *Teacher Qualifications, *Vocational Agriculture Teachers
Identifiers—Ohio

To identify professional education competency needs for vocational agriculture teachers in Ohio, 555 secondary vocational agriculture teachers teaching in the State during 1973-74 were surveyed. The target population was stratified into three groups: (1) four-year college agricultural education majors, (2) four-year college technical agriculture majors, and (3) non-college graduates recruited from business and industry. The study sample included 79 college technical agriculture majors, 43 non-college graduates, and a random sample of 200 professionally prepared teachers. Data were collected through mail questionnaires from 83 percent of the vocational agriculture teachers, 75 percent of the technical agriculture majors, and personal interviews with non-college graduate teachers. Questions covered educational/occupational backgrounds of the respondents, teachers' perceptions of the importance of 256 professional education competencies, and teachers' percepts of their proficiency. The number of competencies most needed by the three groups of teachers varied considerably. Inservice education needs for the 256 competency items indicated 23 items for professionally trained teachers, 99 items for technical agriculture majors, and 255 for non-college graduates. It was recommended that Ohio teacher educators/supervisors in agricultural education continue evaluation of competency needs of the three groups in up-dating pre-service and in-service teacher preparation programs. (EA)

ED 110 756 CE 004 563
Navara, James L.
A Proposal to Assess the Needs of Students in Ten School Districts. Final Report.
Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
Pub Date 31 May 75
Note—79p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Career Education, Career Planning, *Educational Assessment, Educational Needs, *High School Students, Questionnaires, Relevance (Education), Statistical Surveys, Student Interests, *Student Needs, *Student Opinion, *Surveys
Identifiers—*Needs Assessment

State Fair Community College, Sedalia, Missouri, surveyed the needs of students in grades 9-12 in 10 non-urban Missouri school districts. The project was designed to gather data for use by area schools, the area vocational-technical school, and the career education staff that has been working with these schools. The report reproduces the survey instrument (the Missouri Student Needs Survey) and analyzes the data obtained. The following results of the survey are singled out: responses from students in smaller school districts were similar to those from students in larger districts; students showed uncertainty about future plans; students felt they needed considerable or additional help with vocational and educational planning; students indicated that their counselors had not discussed their ability and achievement tests with them individually; students felt that teachers were making their classes as meaningful as possible; and students indicated that most of their class work is not relevant to their interests or future plans. Appendixes comprise more than half of the report, and provide information on student responses to the survey, student needs and interests, a student-needs workshop, and a calendar of administration. (Author/PR)

ED 110 757 CE 004 565
Lipe, Dewey
Ohio State's Architecture for a Comprehensive Career Education.
Pub Date 75
Note—6p.; For related documents, see CE 004 566-568; Paper presented to the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Career Education, *Curriculum Development, Educational Research, *Models, Speeches
Identifiers—CCEM, *Comprehensive Career Education Model

The development of the largest school-based career education model program, by the Center for Vocational Education (CVE), went through several stages. The three levels of career awareness, career exploration, and vocational preparation became an integral part of the Comprehensive Career Education Model (CCEM) at an early stage. Eight elements were derived from eight statements which defined areas considered to be essential in career education. CVE, in cooperation with six school districts, designed and prepared some 133 K-12 career education curriculum units, 45 of which have been revised and field tested by CVE. Sixtyone other units are being revised and field tested by the American Institutes for Research (AIR). The entire set of units was intended to be illustrative rather than comprehensive. The thrust of the AIR project has been for impact. Three groups, publishers, school administrators, and teachers, were surveyed to determine their needs and goals and their reactions to the current form of the units. The units were then analyzed and their content coded on a lesson-by-lesson basis. These data will be used in revision to prevent redundancy and assume that a coherent career education program will evolve from the revision process. Further revision and field testing will be followed by arrangements for commercial publication. (Author/SA)

ED 110 758 CE 004 566
Dunn, James A.
Field Testing and Revision of the AIR Career Education Curriculum.
Pub Date 75
Note—8p.; For related documents, see CE 004 565 and CE 004 567-568; Paper presented to American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Appendix A, referred to in the document, is not included
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Career Education, *Curriculum Development, Educational Research, *Models, Speeches
Identifiers—CCEM, *Comprehensive Career Education Model

The American Institutes for Research (AIR) has been involved in the design and development of career education curriculum materials for well over a decade, even before the term was originated by the U.S. Office of Education. This led to the involvement of AIR in the design and development of the Comprehensive Career Education Model (CCEM). Four general constraints under which career education programs must operate are: they must be economically feasible, they must be able to operate with regular classroom staffing patterns, they must be considerate of teacher time and effort, and they must fit the needs of local users. Important factors determining the adoption of such programs are acquisition cost and teachers' and administrators' perceptions of the potential classroom utility of the material. All these aspects, and others, will be considered in the process of field testing and revision of curriculum units for CCEM. (SA)

ED 110 759 CE 004 567
Haveman, Jacqueline E.
Phase A: The CCEM Acceptability Studies.
Pub Date 75
Note—6p.; For related documents, see CE 004 565-566 and CE 004 568; Paper presented to American Educational Research Association (Washington, D.C., March 30-April 3, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Career Education, *Curriculum Development, Curriculum Research, Educational Research, Feasibility Studies, *Models, Speeches

Identifiers—CCEM, *Comprehensive Career Education Model

The first phase of the American Institutes for Research (AIR) activity in the revision of 61 curriculum units of the Comprehensive Career Education Model (CCEM) project focused on obtaining information that would aid in revising the units to meet the needs of publishers, school administrators, and teachers. Three separate acceptability studies were carried out to obtain reactions to the first CCEM materials: an in-depth review of the materials by classroom teachers in a workshop setting; a review of the sample units by school administrators; and a review by publishers who have an interest in career education materials. A common set of review materials consisting of three sampler units and evaluation forms was used in all three studies. Results of the studies confirmed the presence of a high interest in career education and should lend direction to the planning of the next steps. (SA)

ED 110 760 CE 004 568

McLeod, Gordon K.

Status Report and Current Activities.

Pub Date 75

Note—6p.; For related documents, see CE 004 565-567; Paper presented to American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Career Education, *Curriculum Development, Curriculum Research, *Models, Speeches

Identifiers—CCEM, *Comprehensive Career Education Model

At the end of the first nine months of the American Institutes for Research (AIR) project to revise and field test the Comprehensive Career Education Model (CCEM) curriculum materials, activities are proceeding on four fronts. A coding of 61 curriculum units on a lesson-by-lesson basis has been completed and a content analysis is now being carried out. Five units have been carried through initial revision and another batch of 15 units will be revised following dialogues with publishers to obtain publisher requirements. Teachers have been trained and provided with evaluation instruments for field testing the first batch of revised units. Dialogues are being carried out with publishers who are interested in bidding on the materials that eventually will be produced in the project. (Author/PR)

ED 110 761 CE 004 569

Career Awareness Materials. Final Report.

Bethel School District, Eugene, Oreg.

Spons Agency—Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.

Pub Date 2 Jan 73

Note—16p.; The outside evaluation report referred to in the document is not included

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Career Awareness, *Career Education, Elementary Education, Elementary School Teachers, Instructional Materials, *Material Development, *Program Descriptions, Resource Materials, Surveys, Teacher Developed Materials, *Visual Aids

The career awareness materials project concentrated on making visual aid materials and knowledge of their use available to the elementary school teachers in the Bethel (Oregon) School District. The program assisted staff members in developing new materials and made those materials available to other teachers in the District. The materials included bulletin boards, posters, games, kits, maps, study prints, realia kits, and study series. A survey of the teachers taking part in the project indicated that the materials are of assistance to those teachers acquainted with career awareness concepts, that additional inservice programs are needed for teachers to better understand the program and make better use of the materials, and that additional materials need to be collected to enhance resource availability. Demographic and statistical information for the District and a survey of project costs are included in the project summary. (JR)

ED 110 762 CE 004 570

Occupational Exploration for Small High Schools. Final Report.

Hereford-Unity School District, Oreg.

Spons Agency—Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.

Pub Date 11 Jul 72

Note—24p.; A report of Burnt River High School, Unity, Oregon; Best copy available

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Career Education, Career Exploration, *College High School Cooperation, Course Descriptions, *Demonstration Programs, Pilot Projects, *Program Descriptions, Secondary Education, *Small Schools

The report describes a program whose primary objectives were to develop a model program wherein the resources of the community college and the secondary school are utilized to expand occupational education opportunities in a manner that related high school education to the world of work, and to provide secondary students with programs of occupational orientation, exploration, occupational cluster training, counseling and guidance in small, isolated high schools whose size and resources have restricted their programs in the past to instruction aimed primarily at preparation for college. The two-year program involved career education training for instructors, aids, and consultants in two relatively isolated Oregon secondary schools; career education instruction for the schools' students by means of learning packages; and a mobile career education laboratory. The report's summary and conclusions indicate that the program was a success. Half the document consists of course outlines for the following 10 courses: welding, small engines, gas engine trouble shooting, construction skills, drafting, commercial design, consumer problems, child care and development, clothing construction, and personal development. (Author/JR)

ED 110 763 CE 004 571

Consortium for Planning, Developing, and Implementing Exploratory Industrial Career Development Models (Phase I of Three Phases). Interim Report.

Oregon State Univ., Corvallis.

Spons Agency—Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.

Pub Date 30 Jun 74

Note—208p.

EDRS Price MF-$0.76 HC-$10.78 Plus Postage

Descriptors—Administrator Responsibility, Career Exploration, Curriculum, *Demonstration Programs, *Educational Objectives, Industrial Arts, Junior High Schools, Pilot Projects, *Program Descriptions, *Program Development, Teacher Improvement, *Trade and Industrial Education, Vocational Education

The report describes the organizational phase of a project designed to create program models and supporting literature for exploratory industrial career development programs for grades seven to ten. The project was undertaken by Oregon State University in cooperation with the Oregon State Department of Education and involved the formation of a consortium for program development among four Oregon school districts. The successful completion of phase one (staff development, curriculum development, and administrative requirements development) resulted in the development of five program models, the participation of selected staff from each district in monthly inservice activities, the impact of the program on all industrial education staff, and the commitment by each school district of staff and/or funds toward the implementation of program models. Appendixes make up virtually all of the document and present detailed outlines of program goals and performance indicators for the four districts: the Albany Career Exploration/Industrial Arts (Student Managed Learning) Program; the Ashland Junior High School Exploratory Industrial Career Program; for Klamath Falls, two articulated programs (the Ponderosa Junior High School Industrial Career Exploration Program, and the Mazama Mid-High School Exploratory Industrial Career Program); and the Philomath Alive Program (Allied Learning in Vocational Exploration). (JR)

ED 110 764 CE 004 572

Development of Evaluation Instruments to Determine Effectiveness of World of Work Program: Final Report.

Bethel School District, Eugene, Oreg.

Spons Agency—Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.

Pub Date 14 Jun 73

Note—8p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Academic Achievement, *Career Awareness, *Career Education, Educational Assessment, *Educational Programs, Elementary Education, *Evaluation Methods, Program Evaluation, *Student Evaluation, Teacher Developed Materials

The report describes a project designed to evaluate the effectiveness of career awareness instruction in the Bethel District (Oregon) elementary schools' World of Work program. Teachers from each grade level developed formats for the evaluation instruments which were administered to students, with the results in turn being evaluated by an evaluation committee and by outside evaluators. Analysis of the test results indicated that the instruments at some grade levels were too easy, and that questions at the fifth and sixth grade level were too social studies oriented and hence needed extensive revision. The study concluded that due to changes in curriculum it would be necessary to revise the Bethel World of Work guide. Demographic information for the study and a summary of its costs appear at the end of the report. (JR)

ED 110 765 CE 004 573

Cal Young Integration of Career Education into 9th Grade Classes: Suggestions for the Subject Areas.

Eugene Public Schools, Oreg.

Spons Agency—Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.

Pub Date [74]

Note—105p.; Some text printed on colored pages may not reproduce clearly

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors—Audiovisual Aids, Career Awareness, *Career Education, Careers, *Curriculum Guides, Grade 9, Instructional Materials, Jobs, *Learning Activities, Occupational Clusters, Occupational Information, Occupations, *Resource Materials, Secondary Education, Units of Study (Subject Fields)

The curriculum guide contains suggested learning activities and resource materials designed to integrate career education concepts into subject areas for the ninth grade. The guide provides such things as goals, teacher activities, expected student competencies, vocabulary lists, sample occupations and related information, lists of resource material and/or persons, audiovisual aids, and sample evaluation forms for the following subject areas: language arts, mathematics, business education, science, industrial arts, art, music, home economics, and social studies. The guide also includes a sample career education workshop agenda, sample career education topics for grades seven and eight, and lists of competencies and performance indicators for the various career development program goals. (JR)

ED 110 766 CE 004 574

Student-Based Career Awareness Curriculum Project in Career Education: Final Report.

Springfield Public Schools, Oreg.

Spons Agency—Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.

Pub Date 30 Jun 73

Note—33p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Career Awareness, *Career Education, *Educational Programs, Elementary Education, Guidance, Individualized Programs, Inservice Programs, Inservice Teacher Education, *Program Evaluation, *School Community Relationship

The report describes a project whose major thrust was to personalize students' learning experiences, through the community's occupational environment, in developing a strong guidance-based career education program for elementary grades. A series of staff workshops and small study groups focused on the development of career awareness programs and particular units for each grade level. Major outcomes of the project were: integration of career awareness with social studies curriculum; development of guidance activities at each level; development of a field trip model; development of a student services program; refinement of student activities; and development of a program utilizing community volunteers from junior high, senior high, community college, and school patrons. An outside evaluation report of the project concluded that the amount of staff involvement was an asset

to the project, but that the failure to strictly correlate curriculum changes with accepted career awareness objectives constituted a handicap. The final report includes a quarterly report of the project which presents both long- and short-range goals, objectives, and activities for the project. The report ends with conclusions, recommendations for areas of future development, and a brief summary. Demographic and statistical information and a summary of project costs are included. (Author/JR)

ED 110 767 CE 004 577
PCE/K-10 Activities for Career Education.
Portland Public Schools, Oreg. Area II Office.
Pub Date Jun 74
Note—73p.; For related documents, see CE 004 578-580
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Career Choice, *Career Education, Career Exploration, Educational Objectives, Educational Strategies, Guidance Centers, High Schools, *Integrated Activities, *Integrated Curriculum, Learning Activities, Program Descriptions, Public Schools, *Secondary Education, *Units of Study (Subject Fields), Vocational Development
Identifiers—Marshall High School, Oregon (Portland), PCE, *Project Career Education
Intended for use by Marshall High School faculty as they integrate career education into their curriculum, the project notebook is based on the (Portland, Oregon) overall Area 2 program goals for career education which proposes that all children completing school should have sufficient knowledge and competencies to enter into a field of employment or an advanced training program in that field. The first section, goals and components, discusses K-10 activities in the areas of career awareness and career exploration. Also explained are the five components of career education at John Marshall High School (file folders, self understanding surveys, speakers, field trips, and resources). The remaining sections of the document describe the school's integrated career activities in the areas of art, business education, counseling, language arts (English), health and physical education, home economics, humanities, industrial education, math, modern languages, science, social studies, and special education. Concluding the document are a discussion of the functions and resources of the Career Planning Center (CPC), a description of self understanding survey instruments being utilized, and a list of additional resources available through Area 2 offices. (BP)

ED 110 768 CE 004 578
PCE/K-10 Activities for Career Education, Grades K-3.
Portland Public Schools, Oreg. Area II Office.
Pub Date [Jun 73]
Note—204p.; For related documents, see CE 004 577-580
EDRS Price MF-$0.76 HC-$10.78 Plus Postage
Descriptors—*Career Awareness, *Career Education, *Curriculum Guides, Educational Objectives, Grade 1, Grade 2, Grade 3, Integrated Activities, *Integrated Curriculum, Kindergarten, Learning Activities, *Primary Education, Teaching Procedures, Units of Study (Subject Fields)
Identifiers—Oregon (Portland), PCE, *Project Career Education
Project Career Education Activities for Grades K-3 is based on the overall Area 2 (Portland, Oregon) program goals for career education which proposes that children completing school should have sufficient knowledge and competencies to enter into a field of employment or advanced training program in that field. The first section discusses the project's goals, concepts, and components, related to the total K-10 career awareness and exploration program, discussing the educational strategies of resource development, field trips, speakers, file folders, and self understanding surveys. The body of the document is divided into integrated career awareness activities for the following grade levels: kindergarten/grade 1 (with sections entitled ourselves, school, others, jobs, and making things); grade 2 (with sections entitled vocational, family, citizenship, and leisure); and grade 3 (with sections entitled health and science, music, language arts, self awareness, and social studies). For each activity the theme, grade level, curriculum area, life role, purpose, objective, material/resources, and teaching procedures are specified. The document concludes with sample activity blanks and evaluation forms. (BP)

ED 110 769 CE 004 579
PCE/K-10 Activities for Career Education, Grades 4-6.
Portland Public Schools, Oreg. Area II Office.
Pub Date [Jun 73]
Note—214p.; For related documents, see CE 004 577-580
EDRS Price MF-$0.76 HC-$10.78 Plus Postage
Descriptors—*Career Awareness, *Career Education, *Curriculum Guides, Educational Objectives, *Elementary Education, Grade 4, Grade 5, Grade 6, Health, *Integrated Activities, Integrated Curriculum, Language Arts, Learning Activities, Mathematics, Sciences, Social Studies, Units of Study (Subject Fields)
Identifiers—Oregon (Portland), PCE, *Project Career Education
The Portland (Oregon) Public School Project Career Education (PCE) Activities for grades 4-6 is based on the city's overall Area 2 program goals for career education which proposed that children completing school should have sufficient knowledge and competencies to enter into a field of employment or an advanced training program in that field. Discussed in general are the project's goals in career awareness and career exploration. The remaining sections are divided by grade levels (4-6), providing integrated career awareness activities in social studies, language arts, math, health and science, and general areas of interest. For each activity the theme, grade level, curriculum area, life role, purpose, objectives, materias/resources, and teaching procedures are outlined. The document concludes with sample teaching activity blanks and evaluation forms. (BP)

ED 110 770 CE 004 580
PCE/K-10 Resource Supplement, Grades K-6.
Portland Public Schools, Oreg. Area II Office.
Pub Date [Jun 74]
Note—128p.; For related documents, see CE 004 577-579; Best copy available
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—Audiovisual Aids, Bibliographies, *Career Awareness, *Career Education, Childrens Books, Curriculum Evaluation, Educational Objectives, *Elementary Education, Field Trips, Information Sources, Instructional Materials, Integrated Activities, *Integrated Curriculum, Learning Activities, *Resource Guides, Resource Materials
Identifiers—Oregon (Portland), PCE, *Project Career Education
The Portland (Oregon) Public School Project Career Education (PCE) resource supplement (K-6) was developed to be added to the PCE/K-10 Activities for Career Education. The first section of the document consists of instructions for use of the document, the minimal expectations of the project, the goals and components for career awareness (resources, field trips, and speakers), six activity guide evaluations for grades K-6, and a grade six activity guide insert. The remaining sections consists of resource materials and information related to: (1) field trips in the Portland area; (2) a list of audiovisual aids specifying grade levels, academic subject area, and topic; (3) free sources of career education materials; (4) children's books arranged by author, specifying grade level and academic subject area; and (5) additional teacher reference information, including life role definitions, occupational classifications, career clusters, associated occupations, and a career education bibliography. (BP)

ED 110 771 CE 004 581
An Integration of Career and Consumer Education and Reading and Language Arts Program Level Goals. Final Report.
Portland Public Schools, Oreg. Area III Office.
Spons Agency—Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.
Pub Date 30 Jun 74
Note—127p.; The classroom materials portions of the document are marginally reproducible; Best available copy
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—*Career Education, Classroom Materials, Classroom Research, Concept Teaching, *Consumer Education, Course Content, Course Descriptions, Course Objectives, *Integrated Curriculum, Interdisciplinary Approach, Learning Activities, Personal Values, Primary Education, Program Evaluation, *Reading Instruction, Reading Materials, Reading Material Selection, Reading Skills, *Resource Materials, Teaching Procedures
The study identified primary grade-level materials that might be useful in helping children considered socioeconomically disadvantaged to secure personal identities and self-awareness in relation to the social and economic systems around them. Major project activities were: (1) developing pertinent course-level goals for career and consumer education and reading skills instruction; (2) studying reading and language arts materials commonly used in Portland public schools for content related to career and consumer education; and (3) surveying Portland teachers for their current thoughts and classroom procedures in the teaching of career and consumer education concepts. The study committee concluded that teaching career and consumer education concepts in concert with reading skills is feasible and is an approach supported by teachers. The project report comprises one-quarter of the document. Appendixes range from job descriptions of the project committees to prototypical instruction guides, an orientation to their use, and an evaluation instrument for their users. A one-page bibliography of primary instructional materials, a cross-referenced goals checklist, and descriptor concepts for each goal are also appended, as are data showing agreement levels among teachers for the importance of career and consumer education goals and formative and summative project evaluation reports. (AJ)

ED 110 772 95 CE 004 582
Guideline of Career Development Activities (Samples): A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work.
North Dakota State Board for Vocational Education, Bismarck.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Sep 71
Note—30p.; For related document, see CE 004 583
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Career Awareness, *Career Education, Career Planning, Creative Activities, *Curriculum Guides, Demonstration Projects, Enrichment Activities, Humanistic Education, *Integrated Curriculum, Interdisciplinary Approach, *Learning Activities, *Lesson Plans, Resource Guides, Secondary Education, Student Centered Curriculum, Teacher Developed Materials, Teaching Techniques, Units of Study (Subject Fields)
The document is a sampling of lesson plans for career education in secondary academic subject areas, produced by North Dakota school personnel with the State board, for a vocational education exemplary project. It is a preliminary draft compiled for field-testing. Project objectives include: (1) preparing youth to cope with continued change in the world of work, (2) acquainting students with major occupational fields, (3) helping students assess themselves, and (4) helping students acquire necessary job information. Other objectives stress attitudes, realism, planning, and educational relevance. Individual lessons are presented in the areas of English, mathematics, biology, art, economics, office education, social studies, foreign language, and guidance. Several in-depth lessons are presented for English classes (comprising more than half the document); there is one lesson outlined for each of the other disciplines. Each lesson plan includes broad and specific objectives, a list of activities, a teaching guide entitled "Suggested Technique," and a list of resource materials. There is special emphasis in the English lessons on self-awareness, examination of attitudes and beliefs and their sources in society and in the family, and rational decision-making. Lessons in the other subject areas concentrate on occupational information, job skills, and self-evaluation. (AJ)

ED 110 773 95 CE 004 583
A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work. Final Report.
North Dakota State Board for Vocational Education, Bismarck.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Bureau No—V061047A
Pub Date 31 Aug 73
Grant—OEG-0-70-4752(361)
Note—120p.; For related document, see CE 004 582
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—Career Awareness, *Career Education, *Demonstration Programs, Elementary Secondary Education, Occupational Guidance, Pilot Projects, Program Attitudes, *Program Descriptions, *Program Evaluation, *State Programs, Tables (Data)
Identifiers—*North Dakota

The final report describes an exemplary three-year program in vocational guidance and occupational preparation in North Dakota designed to integrate career development activities throughout the elementary-secondary curriculum. The program, which involved both teachers and students in a wide variety of career development activities, resulted in the organization of inservice programs for administrators, teachers, and counselors, and the development of career activity guides, an administrator's guide, 75 fifteen-minute television tapes, selected career guidance material, special intensive training programs for school dropouts, and a model career guidance program. An interim evaluation of the program's third year concluded that of all participating groups only guidance personnel participated less than enthusiastically. The final evaluation of the program suggested that even though the exemplary program did not turn into a statewide project as originally planned, the program did accomplish its overall goal of exposing students to the world of work. The report concluded that the career development process needs more emphasis throughout the curriculum and offers two pages of recommendations to that effect. Ten appendixes covering 40 pages provide such information as a bibliography, sample activities, and a summary of the results of the Career Development Summer Institute. (JR)

ED 110 774 CE 004 584
Lorenz, James Putnam, Margaret
Pre-Vocational Education Workshop, July 8-19, 1974. Final Report.
Middle Tennessee State Univ., Murfreesboro.
Spons Agency—Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.
Pub Date 19 Jul 74
Note—52p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Educational Objectives, Educational Philosophy, Educational Planning, *Educational Programs, English Instruction, Junior High Schools, Office Occupations Education, *Prevocational Education, Program Design, Program Development, *Program Planning, *Teacher Workshops

The report describes a workshop held to facilitate compliance with recent Tennessee legislation and organized to: (1) plan a model pre-vocational education program at the seventh and eighth grade level and (2) plan for personnel development for teachers, counselors, coordinators, and others responsible for prevocational education programs. Pre-workshop activities included gathering appropriate resource materials, visiting existing pre-vocational and career education programs, preparing reference materials and meeting with consultants and selected school representatives. The two-week workshop brought together individuals of varying backgrounds who represented the complete spectrum of course offerings at the model school, Central Middle School (CMS), and made liberal use of consultants, small and large group work, audio-visual materials, and field trips. Participants' evaluations were generally favorable. The workshop produced statements of philosophy and goals for the CMS pre-vocational education program, instructional units for each participating teacher, a public relations plan for advertising the program to both teachers and the general community, and proposed courses in pre-vocational education to be offered at Middle Tennessee State University. Nine recommendations summarize the workshop's findings. Fifteen pages of appendixes include lists of workshop participants, consultants, and visitors, as well as pre-vocational units for English and office occupations. (JR)

ED 110 775 CE 004 586
Lewis, Jean And Others
Student Needs Assessment Guide.
Vale School District 15, Oreg.
Spons Agency—Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.
Pub Date Jul 74
Note—496p.
EDRS Price MF-$0.92 HC-$24.75 Plus Postage
Descriptors—Audiovisual Aids, Career Choice, *Career Education, Career Exploration, Decision Making, Educational Objectives, Employment Potential, Employment Qualifications, Employment Trends, *Junior High School Students, Leisure Time, Middle Schools, Occupational Clusters, *Resource Materials, Self Concept, *Self Evaluation, *Student Needs, Teaching Guides, Work Attitudes

Designed as a component of a career exploratory program at Vale Middle School, Vale, Oregon, the Student Needs Assessment Guide provides middle school teachers with an instrument to be used in helping students assess themselves as individuals and to match this assessment with current and expected roles in the adult world. The guide consists of two major components: (1) student needs assessment program goals/objectives and (2) resources. Major goals (pertaining to self-awareness, self-image, values, decision-making, student occupational potentials, career choice, work attitudes, employment skills, job requirements, occupational clusters, maintaining employment, employment trends, and leisure-time activities) are outlined in a three-column format which identifies suggested activities and resources (cross references to the appendixes) to be related to specific objectives. Over 450 pages of the document consist of appendixes, with major coverage given to Appendix A, classroom activities. The vast compilation of "hands-on" materials includes various forms, rating sheets, self-concept/personality checklists, interest and attitude surveys, emotional maturity self-tests, personal data sheets, evaluation checksheets, profiles, and experience and self-analysis questionnaires. Other appendixes contain references for films, filmstrips, kits and games, transparencies, and tapes, which are arranged in triple-column format with titles and descriptions, location, and appropriate user level. (EA)

ED 110 776 CE 004 588
Wheeler, Helen Rippier
Alice in Wonderland, or, Through the Looking Glass; Resources for Implementing Principles of Affirmative Action Employment of Women.
Pub Date Jul 75
Note—14p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Affirmative Action, *Annotated Bibliographies, Books, *Equal Opportunities (Jobs), Females, *Feminism, Films, Microfilm, Organizations (Groups), Pamphlets, Periodicals, *Resource Guides, *Sex Discrimination, Slides, Tape Recordings

The annotated bibliography of resources for implementing principles of affirmative action employment of women consists of an alphabetical listing of 64 references of periodicals, organizations, films, books, pamphlets, tapes, slides, and microfilms. In a three-page introduction to the problem, the author defines an affirmative action program as "a set of specific result-oriented action-commitments and procedures designed to systematically achieve an equitable redistribution of both sexes (and other protected classes) within a workforce." The author further sees the program as one containing goals and timetables so that the workforce distribution takes place as soon as possible within a prescribed time period, with major program emphasis on the recognition and removal of barriers, identification of persons unfairly excluded or held back, and action enabling them to compete for jobs on an equal basis. Disparate treatment of sexes, wage differentials, and harrassment are singled out as examples of specific charges typically needing to be filed by females in institutions without affirmative action programs or with token programs. The author also stresses open advertising policies that communicate news of specialized employment opportunities to all qualified women. (Author/EA)

ED 110 777 CE 004 589
DeGracie, James S. And Others
The Picture of a Dropout.
Mesa Public Schools, Ariz. Dept. of Research and Evaluation.
Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Vocational Education.
Pub Date [74]
Note—54p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Data Analysis, *Dropout Characteristics, *Dropout Identification, Dropout Prevention, *Dropout Research, Educational Research, *Potential Dropouts, *Profile Evaluation, Secondary Education
Identifiers—Arizona (Mesa), *Mesa High Schools

To determine whether needed components of the career education program were directed toward the potential Mesa school dropouts, a study was made of their characteristics. Samples used were an exhaustive sample of the 431 dropouts of the 1972-1973 school year and a random sample of the 1973-1974 potential dropouts (those students over age 16 or beyond grade 8). Selected demographic data were collected and student absence rates monitored. The Mesa school dropout comes from a diverse background and prediction is questionable. Recommendations include a continuation of the data collection for permanent profiles of the student body, a classification of students by course of study in one of three categories: college preparatory, general education, or vocational education, a followup of no-shows to document summer dropouts, and teacher/student contract programs. Recommendations for counselor activities concern record-keeping and more time scheduled with students. (MU)

ED 110 778 CE 004 590
Talagan, Dean P.
A Comprehensive Occupational Education Program.
Wyoming State Dept. of Education, Cheyenne.
Pub Date 70
Note—27p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Career Awareness, Career Choice, *Career Education, Career Exploration, Career Planning, Cooperative Education, *Elementary Secondary Education, Job Training, Occupational Clusters, Occupational Information, *Post Secondary Education, *Program Design, *State Programs, Vocational Development, Vocational Education
Identifiers—*Wyoming

The Wyoming Comprehensive Occupational Education Program (K through community college) focuses on positive work attitudes and job-entry skills. In kindergarten through grade six, occupational attitudes are incorporated into the existing elementary school curriculum. A career-orientation program is designed for grades seven and eight that provides occupational information, job interests and aptitudes, job applications and interviews, and the future employment outlook. Students are supplied with the Wyoming Occupation Resource Kits (WORK) from the State Department of Education. Career exploration is the theme in grades nine and ten; students are provided with the opportunity to explore various occupational clusters and to establish a tentative choice of occupational goal by age 16. This is followed by the development of career preparation broad skill programs in grades 11 and 12 that encourage the development of cooperative education programs: industrial cooperative education, distributive education, cooperative office education, cooperative agriculture occupations, cooperative service occupations, and diversified occupations. Postsecondary (grades 13 and 14) and adult education programs for training/retraining are provided by the community colleges. (EA)

ED 110 779 CE 004 591
Education in Transportation Systems Planning: Highway Research Record No. 462.
National Academy of Sciences, National Research Council, Washington, D.C. Highway Research Board.
Pub Date 73
Note—49p.
Available from—Transportation Research Board, National Academy of Sciences, 2101 Constitution Avenue N.W., Washington, D. C. 20418 (Order No. ISBN 0-309-02195-2, $1.80)

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—*Educational Programs, Engineering Education, Higher Education, Interdisciplinary Approach, *Planning, *Professional Education, Professional Occupations, Professional Personnel, Professional Training, *Systems Analysis, Systems Approach, Systems Development, *Transportation

The papers contained in the issue of Highway Research Record focus on current and emerging patterns of education and training related to transportation systems planning. The five papers are: Transportation Centers and Other Mechanisms to Encourage Interdisciplinary Research and Training Efforts in Transportation (Frederick J. Wegmann and Edward A. Beimborn); University Responses to Multidisciplinary Education (Lester A. Hoel); Role of Systems Analysis in Transportation Curricula (Richard de Neufville); Undergraduate Civil and Environmental Engineering and Transportation Engineering Needs (Herman A. J. Kuhn and William D. Berg); and The Transportation Laboratory: Teaching Fundamental Concepts of Transportation Systems Analysis (Marvin L. Manheim and Earl R. Ruiter). (JR)

ED 110 780 95 CE 004 593
Hattstaedt, Mary Jane Isaac, Margaret M.
Development and Use of Challenge Exams for Clinical Laboratory Nursing 2: Part 2 Final Report.
Pima Community Coll., Tucson, Ariz.
Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Vocational Education.
Pub Date 18 Mar 75
Note—178p.
EDRS Price MF-$0.76 HC-$9.51 Plus Postage
Descriptors—Annotated Bibliographies, Check Lists, *Equivalency Tests, Evaluation Criteria, Evaluation Methods, *Geriatrics, Medical Education, *Nursing, *Pediatrics Training, *Performance Criteria, Performance Tests, Post Secondary Education, Questionnaires, Standardized Tests, Student Evaluation
Identifiers—*Obstetrics

The report describes the development of a set of equivalency tests for students in Nursing 2 who have had prior clinical laboratory training or experience in pediatrics, obstetrics, or geriatrics. For each of the three areas the examination packet includes: the course clinical objectives, the challenge examination objectives, a self-study guide, a description of the method and the objectives of the examination, a list of instructions for the tester, a "Giving Care to the Patient" performance evaluation tool, other performance evaluation tools that might be used in the test (teaching/learning, nursing care plan, oral medication administration, and intravenous fluid administration), and possible question topics. (The obstetrics examination includes the above items for both care of the newborn and care of the mother during pregnancy, labor, delivery, and post partum.) Three appendixes, comprising nearly a third of the document, include: performance evaluation tools for intravenous fluid therapy, oral medications, a nursing care plan, teaching/learning, patient problems analysis, an annotated bibliography on challenge examinations in nursing, forms and their tabulated results regarding use of challenge examinations in other undergraduate nursing programs and students' past nursing experiences, and a narrative summary of the project. (JR)

ED 110 781 CE 004 594
Westcott, Diane N.
Trends in Overtime Hours and Pay, 1969-74. Special Labor Force Report 179.
Bureau of Labor Statistics (DOL), Washington, D.C.
Pub Date 75
Note—14p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Age, Blue Collar Occupations, Demography, *Employment Statistics, *Employment Trends, Females, *Labor Force, Males, Marital Status, Occupational Surveys, *Overtime, Premium Pay, Race, Tables (Data), Union Members, *Wages, White Collar Occupations, Working Hours

Based mainly on Current Population Survey 1969-1974 data, the report examines recent trends of overtime work, the impact of overtime work on earnings, and the current and past composition of the overtime force. In May, 1974 about 16.1 million workers, one out of every five employed persons, reported working more than 40 hours in his/her principal job; 6.7 million of this number received premium pay for their work. Although one-half of overtime persons were white-collar workers, only one-fifth of these workers received overtime pay. Blue-collar workers accounted for two-fifths of the persons on extended workweeks; nearly three-fourths of the workers received premium pay. Male workers were almost three times as likely as women workers to work overtime. White men were more likely to work overtime than blacks; however, black men were more likely to receive premium pay for overtime hours. A greater percentage of union members (one-fifth of all overtime workers) received premium pay than nonunion members. The proportion of employees working overtime with premium pay varied widely among different industries and occupations. Relatively little growth in the number of overtime workers was shown for the six-year period. (EA)

ED 110 782 CE 004 595
Naseem, Attia Mustafa, Kamil
Medical Careers Planning. A Comprehensive Guidance Manual on world-Wide Opportunities for Education, Training, Employment and Financial Assistance in All Fields of Medicine and Allied Health Professions.
Bureau of Labor Statistics (DOL), Washington, D.C.
Pub Date 75
Note—872p.
Available from—Bureau of Health and Hospital Careers Counseling, Lincoln Medical Center, P. O. Box 238, Scarsdale, New York 10583 ($49.00)
Document Not Available from EDRS
Descriptors—Career Opportunities, *Career Planning, Directories, Educational Finance, Educational Opportunities, Educational Programs, Employment Qualifications, *Guides, Health Occupations, *Health Occupations Education, International Education, Job Analysis, *Medical Education, Medical Schools, Medical Students, Nursing, *Occupational Information, Physicians, Professional Education

The manual was designed to offer a comprehensive and unified source of information on professional career planning in all fields of medicine and the allied health vocations. Section 1 deals with the fundamental question, "How does one prepare oneself to become a physician?" Beginning with the high school level, factual information is presented to qualify as a licensed physician. Relevant data are presented on some of the world's major medical institutions and North American medical schools are described regarding: admission, tuition, financial aid, living expenses, and academic and scholastic matters. Separate chapters deal with post graduate specialty programs; medical education opportunities abroad; medical education financing; and immigration, training, and employment information for foreign physicians. Section 2 discusses major types of health service organizations and facilities; choosing a health career; provides occupational information for 200 health care job categories specifying duties and education, training, and experience requirements; professional affiliations; and job relationships. Appended are lists of 100-bed hospitals, referral agencies, placement agencies, major pharmaceutical companies, State agencies on aging, major U. S. voluntary health organizations, career information sources, State and local health careers programs, and health career films. (Author/BP)

ED 110 783 CE 004 596
Regan, Peter F. And Others
Recurrent Education in the State of New York.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Report No—CERI/RE/72.02
Pub Date 17 Jul 72
Note—40p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Adult Education, Adult Education Programs, Community Colleges, *Educational Programs, *General Education, Higher Education, Post Secondary Education, *Professional Continuing Education, *Program Descriptions, *Technical Education
Identifiers—New York, *Recurrent Education

The report on postsecondary education in New York State is a general survey of general education, technical education, and professional education programs in the State's postsecondary educational institutions. The report's introductory sections present current and projected statistics on numbers of colleges and students and discuss the basic educational programs and the standardized examinations used in establishing student proficiencies in certain academic areas. The discussion of general education programs covers the various programs, including a special baccalaureate program for adults, a weekend college program, a university without walls, and the Regent's External Degree Program, at eight New York postsecondary institutions. The survey of technical education reviews the technical programs in the State's community colleges, and agriculture and technical institutes, and the minimal offerings of the State's non-public junior colleges. The discussion of professional education describes various methods employed for maintaining professional knowledge and skill: the use of media, career ladders programs, preceptorship programs for intraprofessional advancement, independent ventures, and organizational efforts toward coherent patterns. The report concludes with discussions of problems and policy considerations affecting adult education in New York State. (JR)

ED 110 784 CE 004 597
Functions and Tasks of the Volunteer.
National Four-H Club Foundation, Washington, D.C.
Spons Agency—Extension Service (DOA), Washington, D.C.
Pub Date 73
Note—12p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Adult Leaders, Community Involvement, *Leaders Guides, Task Analysis, Vocational Education, *Volunteers, *Youth Clubs, *Youth Leaders
Identifiers—*4 H Clubs

Although the volunteers' guide is intended primarily to outline the functions and tasks of the adult and youth volunteers in 4-H clubs, it also provides helpful outlines of support tasks for citizens of the community, sponsors, business and government agencies, and civic and religious agencies. The guide's sections deal with the following topics: functions of volunteer leaders, organizational tasks, project tasks, activities and events, area project and activity leader coordinators, and area organizational leader coordinator. (JR)

ED 110 785 CE 004 598
Developing 4-H Curricula for Training Volunteers.
National Four-H Club Foundation, Washington, D.C.
Spons Agency—Extension Service (DOA), Washington, D.C.
Pub Date 73
Note—7p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Adult Leaders, *Curriculum Development, Individualized Instruction, Leadership Training, Orientation, *Vocational Education, Volunteers, *Volunteer Training, *Youth Clubs
Identifiers—*4 H Clubs

The guide for developing 4-H curricula for training adult volunteers stresses changing factors which argue in favor of individualized training programs for the volunteers. It provides an outline for a minimum curriculum which consists of a basic orientation program for beginning leaders and suggestions for additional training based on the volunteers' responsibility, background, interests, and needs in one or more of the following areas: organizational leadership; project/activity leadership; area organizational leader coordinator; area project and activity leader coordinator; volunteer boards in 4-H; leaders councils; sponsors; citizens of community; business and governmental agencies; civic, service, fraternal, and religious organizations; and things more experienced leaders might want to know. (JR)

ED 110 786 CE 004 599
Why Volunteers? A Philosophy.
National Four-H Club Foundation, Washington, D.C.
Spons Agency—Extension Service (DOA), Washington, D.C.
Pub Date 73

Note—7p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Adult Leaders, *Educational Philosophy, *Educational Principles, Extension Agents, Individual Needs, Leadership, Personal Growth, *Volunteers, *Youth Clubs
Identifiers—*4 H Clubs
The pamphlet elaborates on the philosophy that the role of 4-H Club extension agents and volunteers is to help people to do things for themselves, rather than to do things for them. It presents brief discussions of 22 principles dealing generally with the importance of extension agents and volunteers in the operation of 4-H Clubs, the need for personal growth and development of all participants in the clubs, the need for individual consideration and clear role definition for volunteers, the need for learning goals for youth and volunteers to facilitate the implementation of learning experiences, the advantages of group participation, and the need for leadership development. (JR)

ED 110 787 CE 004 600
Urban 4-H Leadership Development.
National Four-H Club Foundation, Washington, D.C.
Note—25p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Adult Leaders, Curriculum Development, Evaluation, *Guidelines, *Leadership Training, Performance Specifications, *Role Models, Staff Improvement, Staff Role, Task Analysis, *Urban Extension, *Youth Clubs, Youth Leaders
Identifiers—*4 H Clubs
The guidelines on leadership development for urban 4-H Clubs contain two brief introductory sections: the first, rationale, presents definitions of the roles of volunteers, professionals, and paraprofessionals in 4-H Clubs; the second, purpose and objectives, explains the principles behind the curriculum. The section on curriculum format is divided into four sections: section one includes a description of the leadership roles of volunteers, paraprofessionals, and professionals with a model showing the relationship of the roles in the 4-H program; section two lists statements of the knowledge and skill needed to perform each function, along with statements about appropriate attitudes and some available resources and materials; section three describes learning experiences which may be appropriate for the teaching/learning process and includes a sample lesson plan for staff development; section four describes a plan for reporting evaluative data relative to the curriculum. (Author/JR)

ED 110 788 CE 004 601
A Plan for Action by the National 4-H Urban Program Development Committee.
National Four-H Club Foundation, Washington, D.C.
Spons Agency—Extension Service (DOA), Washington, D.C.
Note—22p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Adult Leaders, Advisory Committees, City Problems, Community Resources, Evaluation, Low Income Groups, *Needs, Occupational Information, Program Design, *Program Development, Staff Role, Urban Areas, Urban Environment, *Urban Extension, *Urban Youth, Volunteers, *Youth Clubs
Identifiers—*4 H Clubs
The National 4-H Urban Program Development Committee's Plan for Action outlines some of the primary concerns of the urban 4-H program. It discusses the need for 4-H in urban areas and the particular relevance of sound program design and delivery in helping urban youth, especially those from low-income families, to find ways to improve their situtation. It discusses staffing title definitions at the professional, paraprofessional, and volunteer levels; considers urban resource development from the standpoint of procedures and examples of available resources; and suggests a program evaluation process. The plan concludes with a series of recommendations regarding administration, program materials, research and evaluation, and resource development for urban 4-H programs. (JR)

ED 110 789 CE 004 602
Stout, Phyllis E.
Volunteer Staff Development: 4-H Intern Report.
National Four-H Club Foundation, Washington, D.C.
Spons Agency—Extension Service (DOA), Washington, D.C.
Pub Date 23 Feb 73
Note—45p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Annotated Bibliographies, *Internship Programs, Leadership Training, Models, Program Descriptions, *Resource Guides, *Staff Improvement, Teacher Interns, *Volunteers, *Youth Clubs, Youth Programs
Identifiers—4 H Clubs
The intern report on volunteer staff development for the 4-H Clubs in New York State briefly discusses the objectives of the internship program, the accomplishments of the author during her year's internship, and her evaluation of the program based on her experiences. The bulk of the report consists of five appendixes which present: sample reports from the author's visits to organizations and agencies involved in voluntary action in Minnesota, Washington, D. C., and New York City; a voluntary leader development model developed for use in New York State; a model of leader roles which demonstrates the various kinds of leadership roles at various levels; grids for categorizing tasks, roles, and materials for both single and multiple groups; and a 17-page annotated list of resource materials (kits, films, slides, slide/tapes, filmstrips, and publications) secured from other State agencies and extension services. (JR)

ED 110 790 CE 004 603
Recruiting 4-H Volunteer Leaders.
National Four-H Club Foundation, Washington, D.C.
Spons Agency—Extension Service (DOA), Washington, D.C.
Pub Date 73
Note—9p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Adult Leaders, Extension Agents, *Guidelines, Leaders Guides, *Recruitment, *Volunteers, *Youth Clubs, Youth Leaders
Identifiers—*4 H Clubs
The guide is intended to assist 4-H Club extension workers in recruiting volunteer adult and youth leaders. It discusses: why volunteers serve (organizational identity, desire to serve, involvement of other family members, future opportunities and obligations, community status, self interest, and public opinion); how to recruit (person-to-person approach, committee approach, mass recruitment approach, and organizational approach); where to look for recruits (youth, the elderly, others); and what's expected of the volunteer (general and specific commitments). (JR)

ED 110 791 CE 004 604
Kennedy, Francis J.
A Study of Vocational and Technical Skill Needs in Lafourche Parish.
Lafourche Parish School Board, Thibodaux, La.
Pub Date May 73
Note—79p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Academic Achievement, Data Collection, Demand Occupations, *Educational Needs, Employment Opportunities, Employment Qualifications, Employment Statistics, Evaluation Methods, Job Market, *Job Skills, Manpower Development, *Manpower Needs, *Occupational Surveys, Questionnaires, Regional Schools, Statistical Surveys, Tables (Data), Technical Education, *Vocational Education
Identifiers—Louisiana (Lafourche Parish), Needs Assessment
The manpower survey, conducted in Lafourche Parish, Louisiana, determined current and future manpower requirements and related them to the occupational skills needed in the vocational-technical program in the schools. Data were obtained from employer respondents through a mail questionnaire sent to nearly 1,800 firms in the parish with a return of 500. From the data collected and analyzed the Lafourche Parish manpower needs and occupations requiring less than four years of college are discussed. Further stated are the manpower requirements in terms of total employment and background, skill classifications, the occupational mix, new jobs available, a summary of occupational requirements, and vocational-technical education requirements. Twenty-five recommendations are listed. Appendixes make up more than two-thirds of the document and consist of general manpower tables, occupational tables, and the survey of manpower and training needs questionnaire. (BP)

ED 110 792 CE 004 605
Drawbaugh, Charles C., Comp.
Summary of Research and Developmental Activities in Agricultural Education; North Atlantic Region, 1973-74.
Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.
Pub Date [74]
Note—35p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Abstracts, *Agricultural Education, Educational Needs, *Educational Research, *Research Projects, *Research Reviews (Publications), Vocational Agriculture
Identifiers—North Atlantic Region
The summary of the research and developmental activities in agricultural education for the North Atlantic Region consists of research abstracts of 23 studies completed during 1973-74 and a listing of 23 studies in progress. Each research abstract presents a one-page description of the project's purpose, method, and findings. Studies are concerned with various aspects of agricultural education: dealings with the educationally disadvantaged, teacher education, teaching methods, curriculum research, program development, educational relevance, and other educational needs. (BP)

ED 110 793 CE 004 606
McCracken, J. David Cooke, Frederick C.
A Comparative Analysis of Tasks Essential to Successful Performance in Three Veterinarian Lay Occupations. Summary Research 5.
Ohio State Univ., Columbus. Dept. of Agricultural Education.
Pub Date 75
Note—25p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Animal Caretakers, Job Analysis, Job Skills, *Occupational Information, Occupational Surveys, Paramedical Occupations, Receptionists, *Skill Analysis, Statistical Data, Tables (Data), *Task Analysis, Task Performance, Technical Occupations, *Veterinary Assistants, *Veterinary Medicine
The occupational survey's purpose was to identify the skills which are performed and essential for success in three veterinary lay occupations: animal health assistant, animal hospital receptionist, and animal health technician. Survey objectives were accomplished by constructing an initial task inventory of 21 duty areas, validating the initial inventory, and conducting a random survey of 100 veterinarians. A computer analysis of the 40 survey responses resulted in a computation of frequencies and means for each task statement. The analyses findings cover the 268 specific tasks performed in each of the three veterinarian lay occupations, the relative importance of the specific task, and a comparison among the three occupations for each task statement. The findings are supported by tables showing the statistical means and frequencies. A 16-item bibliography is appended. (BP)

ED 110 794 CE 004 607
McGhee, Maxie B. Bender, Ralph E.
Attitudes of Administrators and Guidance Counselors Regarding Vocational Agriculture. Summary Research 4.
Ohio State Univ., Columbus. Dept. of Agricultural Education.
Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
Pub Date 75
Note—24p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Administrator Attitudes, Attitude Tests, *Counselor Attitudes, Educational Attitudes, Educational Background, Educational Objectives, Performance, Professional Associations, *Professional Recognition, Program Effectiveness, State Supervisors, *State Surveys, Tables (Data), Teacher Educators, *Vocational Agriculture, Vocational Agriculture Teachers
Identifiers—West Virginia
The study surveyed the attitudes toward vocational agriculture of all West Virginia superintendents, principals, county vocational directors, and guidance counselors in schools offering vocational agriculture. Survey was through Likert-type

attitude scales (included in the appendix) to which all 257 individuals in the population responded. Independent variables included: years in present position, previous enrollment in vocational agriculture, years vocational agriculture had been offered in the school and the county, membership in vocational professional associations, instructional areas of certification, understanding of goals and objectives of vocational agriculture, attitudes toward vocational agriculture teachers, and effectiveness ranking of departments and teachers by State supervisors and teacher educators. Results indicated all four groups were relatively favorable toward vocational agriculture and fairly accurate in understanding its objectives. Respondents who were certified in vocational agriculture and members of vocational professional associations tended to have a more favorable attitude toward vocational agriculture. All four groups also tended to have favorable attitudes regarding teachers of agriculture; guidance counselors tended to be the most favorable. High positive relationships were indicated between teacher educators and supervisors on their department/teacher rankings. Concluding recommendations by the authors relate to further program improvement. (EA)

ED 110 795 CE 004 608

Suchman, J. Richard And Others

The Development of an Open-Access, Performance Oriented Curriculum for Training the Military Policeman (MOS 95B20). Final Report.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No—HumRRO-FR-WD-(CA)-75-9

Pub Date Jun 75

Note—62p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—*Curriculum Development, Evaluation Methods, Individualized Instruction, *Law Enforcement, Military Personnel, *Military Training, Peer Teaching, *Performance Based Education, *Police, Problem Solving, Program Effectiveness, Program Evaluation, Student Evaluation, Systems Approach, Teaching Methods

Identifiers—Basic Law Enforcement Course, BLEC, *Military Police, United States Military Police School, USAMPS

In accordance with the Army's emphasis on performance-oriented instruction, this project was undertaken to revise the Basic Law Enforcement Course (BLEC) offered by the U.S. Military Police School at Fort Gordon. Through a unique combination of systems engineering, group problem-solving, and peer instruction, an individualized, open-access curriculum design was developed. This design afforded the basic MP student greater flexibility and choice in the use of a variety of instructional techniques made available (e.g., videotaped demonstration, slide-tape programs, practical exercises, peer instruction, and performance tests). A prototypic unit of the course was fully developed and tested in a trial run to assess its feasibility, training effectiveness, and overall acceptance by the instructors and students. Only minor operational problems were encountered. Instructor and student attitudes were universally favorable to the new design. An experimental group of 51 students trained in the prototypic unit on the trial run surpassed by a significant margin the performance of a control group that had been taught the same material through conventional methods. On the basis of the trial run results, systems engineering of the entire BLEC was undertaken in accordance with open-access design. (Six appendixes include various task analysis procedures.) (Author/BP)

ED 110 796 CE 004 609

Young, Douglas L. Taylor, John E.

Development, Field Test, and Refinement of Performance Training Programs in Armor Advanced Individual Training. Final Report.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No—HumRRO-FR-WD-(CA)-75-8

Pub Date Jun 75

Note—38p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Behavioral Objectives, Evaluation Methods, *Field Studies, Individualized Instruction, Military Personnel, *Military Training, *Performance Based Education, *Program Attitudes, Program Development, *Program Evaluation, Program Improvement, Questionnaires, Skill Development, Systems Approach, Task Analysis, Teaching Methods

Identifiers—Advanced Individual Training, AIT, Armor Crewman, *Armor Reconnaissance Specialist, Weapons

Performance-oriented instruction was developed, field tested, and refined in two Advanced Individual Training (AIT) programs—Armor Reconnaissance Specialist (MOS 11D) and Armor Crewman (MOS 11E). Tasks for both MOS (Military Occupational Specialty) were inventoried and the inventories were reduced by eliminating those tasks which are not required for entry-level duty performance. Performance objectives were written for tasks that could be feasibly and appropriately trained. These performance objectives were translated into performance measures and tests. Both programs were revised to include the performance objectives and measures. Field test, data collection, and refinement of the two training programs extended over 10 successive training cycles. The approximate number of trainees involved were 1,000 and 2,000 respectively. Programs were refined on the basis of observation of instruction, results of formal performance examinations, and attitude indicators. The final programs resulted in high trainee proficiency levels, and favorable trainee and instructor attitudes. Questionnaires used to sample trainee and instructor attitudes toward the performance-oriented programs are appended. (Author/BP)

ED 110 797 95 CE 004 610

Young, William G.

An Exemplary Program for Occupational Preparation: Final Report.

New Orleans Public Schools, La.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—0-361-0125

Pub Date Jul 73

Contract—OEC-0-70-4783(361)

Note—285p.

EDRS Price MF-$0.76 HC-$14.59 Plus Postage

Descriptors—*Career Education, Classroom Materials, Data Collection, *Demonstration Projects, Developmental Programs, Elementary Secondary Education, *Inner City, *Occupational Guidance, Program Descriptions, Program Evaluation, Records (Forms), Secondary Education, Urban Education, Vocational Development, *Vocational Education

Covering the time period from September 1970 to July 1973, the final report reviews the overall goals, activities, and accomplishments of a pilot project in the New Orleans public schools to provide the exemplary program for occupational preparation (EPOP) for children of the inner city area. At the beginning of the third program year, technical assistance was employed to develop a comprehensive evaluation design incorporating product and process objectives. The resulting document enabled the EPOP staff to clearly communicate its objectives and delineate responsibilities throughout the program. Procedures for monitoring activities and data collection enhanced the level of program operations. Many resources focused on classroom activities to develop occupational awareness. Exploratory, skill, and semi-skill training at the secondary level were made available to students to meet the basic goals of the program. (Author/MU)

ED 110 798 CE 004 612

Schoenberger, R. Laurence

Project Career Exploration: Final Report.

Waukesha County Technical Inst., Waukesha, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Bureau No—08-026-151-313

Pub Date Feb 74

Note—119p.; Best copy available

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors—*Career Education, *Career Exploration, Career Opportunities, Course Content, *Course Descriptions, Curriculum Guides, Evening Classes, *Food Service Occupations, Grade 11, Grade 12, *Health Occupations, Occupational Clusters, Post Secondary Education, Program Development, Secondary Education, Service Occupations

Identifiers—Wisconsin

Project Career Exploration's overall purpose was designing and implementing a method of providing juniors and seniors in high school with career exploration opportunities relative to the occupational programs offered by the Waukesha County Technical Institute and other postsecondary institutions. Course outlines make up the body of the report, outlining objectives, materials, and presentation guidelines. Resource addresses are provided for each unit of study. Courses were designed to provide knowledge of the range of occupations within a given career cluster as well as an understanding of the environment, job opportunities, and the types of special skills required for specific occupations. Health careers and hospitality careers were selected by a committee of high school representatives for development into career exploration courses to be offered on a semester basis. The courses, consisting of lectures, field trips, and guest speakers, were taught in the evening once a week for two and one-half hours. (KH)

ED 110 799 95 CE 004 613

Jepson, Peter

Assessment of Training Needs of Adults in Mohave County: Final Report.

Mohave Community Coll., Kingman, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 10 Jun 74

Note—43p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Adult Basic Education, County Programs, *Disadvantaged Groups, Educational Demand, *Educational Needs, Identification, Program Descriptions, Recruitment, *Research Projects, Underemployed, Unemployed

Identifiers—Arizona (Mohave County), Needs Assessment

The project was conducted to find out if there was a need for an adult education program to provide instruction in job-related competencies in the basic skills of reading, writing, math, spelling, and communications for the unemployed and underemployed of Mohave County, Arizona. The report presents the procedures used to identify the persons eligible and willing to take an adult basic education course related to job skills. Results of the study show the difficulty of locating and interviewing persons who may be uneducated, underemployed, or unemployed. Of 1,100 persons who may have less than an eighth grade education 164 were identified, 76 of them from welfare, employment, or other agencies. Of this number 32 indicated that they would take the course, which would justify the hiring of a part-time instructor. Not enough persons were located to substantiate the need for a continuing education program in adult basic education. The need for such education in Mohave County is described and recommendations for future studies are made. (MF)

ED 110 800 95 CE 004 615

Abstracts of Curriculum Studies Within Project VIGOR.

David Douglas Public Schools, Portland, Oreg.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Note—65p.; For related document, see CE 004 616

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—Career Awareness, *Career Education, Career Exploration, Developmental Programs, Elementary Education, *Elementary Secondary Education, *Inservice Teacher Education, Junior High Schools, *Learning Activities, Primary Education, *Resource Centers, Resource Materials, Secondary Education, Teacher Developed Materials, Units of Study (Subject Fields), Vocational Development

Identifiers—Project VIGOR

The document is comprised of teacher developed career education curriculum materials for Oregon's exemplary program, Project VIGOR. The document presents a brief overview of the project's goals, provides sample units for typical learning activities, presents an inservice model for elementary teachers and a junior high school career education project. Sample units focus on: work in the woods (primary), the individualized field trip (primary), examples of elementary level

activities, career education study units for intermediate grades (careers in business, communications, building trades, art, home economics and related careers, careers in fishing, farming, and forestry), and a careers in science unit. Also presented are an exploration program for grades 7-8 and the course outline of the food service course for grades 11-12. A seven-page section presents an inservice model on career awareness for elementary teachers and an inservice project on music and career awareness. A detailed step-by-step report of the development of a resource center at Gilbert Middle School discusses the program's philosophy and seventh and eighth grade objectives, and presents general recommendations regarding resource center development. (BP)

ED 110 801 95 CE 004 616

VIGOR and Beyond: A Statement on Career Education.

David Douglas Public Schools, Portland, Oreg.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Note—21p.; For related document, see CE 004 615

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Career Awareness, *Career Education, Career Exploration, Community Involvement, Coordination, *Elementary Secondary Education, Inservice Teacher Education, Occupational Choice, *Post Secondary Education, *Program Design, *Program Development, Self Concept, Vocational Development

Identifiers—Oregon, Project VIGOR

The pamphlet provides an overview of Project VIGOR, Oregon's Exemplary Career Education Program (1970-73). The program design includes career awareness in grades K-6, career and self-exploration in grades 7-10, occupational preparation in grades 11-12, and occupational specialization at the postsecondary level. Teachers from all grade levels were involved in workshops and in-service programs to implement the program. Some main objectives were to proide more educational experiences and resources outside of the classroom and to develop strong lines of communication and coordination at all instructional levels. The school district is assuming the cost of continuing the Federal program and is placing a director of career education in charge of all career education programs in the district. (EA)

ED 110 802 95 CE 004 617

Bordini, D. J.

The Process of Coordination: A Task Analysis of Vocational-Technical School Coordinators in the State of Wisconsin: Final Report.

Fox Valley Technical Inst., Appleton, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date 30 Jun 73

Note—289p.

EDRS Price MF-$0.76 HC-$14.59 Plus Postage

Descriptors—Administrator Role, Adult Education, *Adult Educators, *Adult Vocational Education, *Coordinators, Instructor Coordinators, Program Coordination, Questionnaires, School Industry Relationship, *State Surveys, Tables (Data), *Task Analysis, Task Performance, Vocational Education

Identifiers—*Wisconsin

The study described in the report constructed a task analysis for the adult vocational education coordinators in Wisconsin in the areas of business education, general education, home economics, agriculture, health, trade, and industry. The survey instrument contained two parts: the first gathered factual and statistical information about the coordinators; the second estimated the frequency of performance and degree of importance (to which numerical values were assigned) of the 148 tasks in the broad areas of program planning and development, instructional planning, evaluation, public relations, students, and professional growth. The resulting task analysis (organized according to the broad task areas, the tasks being ranked within each area according to the median value of the degree of importance for each of the six areas of coordination) indicated that, of all task areas, program planning and development received the highest rating of importance. Next in importance was instructional planning; public relations rated moderately important. For the other three areas, the tasks were considered moderately important, but were rarely or never performed. Nearly 100 pages of appendixes include the study instrument, the coordinators' task survey instrument, and tabulations of the degree of importance and degree of performance of the tasks. (JR)

ED 110 803 CE 004 618

Cameron, Donald L. Lutz, Barrett

Model Career Resource Center: Final Report.

State College Area School District, Pa.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date Jun 73

Note—20p.; Best copy available; Project No. 50003

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Career Planning, *Educational Resources, Guidance Functions, Guidance Services, *Information Systems, *Resource Centers, Secondary Education, *Vocational Development

Identifiers—Pennsylvania (State College), *State College Area School District

To deliver career guidance services to the secondary school students of the State College Area High School, a career resource center was established and a career counselor provided for the school. Six general areas of activity are described: (1) a library of resource materials, (2) an attractive and appropriate space for counseling or for meetings, (3) human resources from outside the school, (4) community programs, (5) an integrated curriculum of regular subject matter with career information, and (6) faculty expertise in selecting and using appropriate materials. An evaluation of the services is made through student surveys and plans are made for continuing the center. Instruments, materials, and a floor plan of the facility are appended. (MU)

ED 110 804 CE 004 621

Hunt, L. G. And Others

An Assessment of the Impact of Pre-Employment Training on the Safety Experience of Miners and Off-Highway Vehicle Operators.

Bascomb Associates, Inc., Silver Spring, Md.

Spons Agency—Mining Enforcement and Safety Administration (Dept. of Interior), Washington, D.C.

Report No—DIMESA-75-003-1; PB-240-197

Pub Date 24 Jan 75

Note—77p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (PB-240-197/4GA, HC $4.75, MF $2.25)

Document Not Available from EDRS

Descriptors—*Accident Prevention, Adult Education, Adult Vocational Education, *Industrial Training, *Job Training, Off the Job Training, *Research Projects, Safety, *Safety Education, Workmans Compensation

Identifiers—Arizona (Casa Grande), *Mining, Montana (Butte)

The purpose of the research project described in the report was to determine whether an improvement in the safety experience of miners could be identified as attributable to pre-employment training programs presented at Butte, Montana, and Casa Grande, Arizona. (NTIS)

ED 110 805 CE 004 622

Patterson, Janice B.

Occupational Training for Mature Women: A Survey of the Enrollment of Women Over Age 35 in Proprietary Institutions in Cuyahoga County, Spring 1974.

Cleveland State Univ., Ohio. Inst. of Urban Studies.

Pub Date Jun 75

Note—46p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Business Education, *Enrollment, *Enrollment Influences, Equal Opportunities (Jobs), *Females, Job Training, *Middle Aged, *Proprietary Schools, Tables (Data), Technical Education

Identifiers—Ohio (Cuyahoga County)

The basic objective of the study was to investigate the participation of mature adult women, over age 35, in the proprietary business, trade, and technical schools in Cuyahoga County, Ohio. Data were collected by telephone on the 29 registered resident-study schools of Cuyahoga County and two Cleveland-based home study schools pertaining to enrollment figures that reflect adult women's participation, the programs of study, and cost of attendance. Two institutions with more than 10 mature women enrolled were visited to obtain additional information regarding courses, facilities, and women's participation. The findings indicated that mature women over 35 years of age comprise about 2.5 percent of the total estimated enrollment of the 30 schools surveyed. Only one woman over age 35 was training for a nontraditional female job; two-thirds of the mature women enrollees were receiving training for clerical and sales occupations. The survey revealed that there are many openings available to mature women with the right skills and that proprietary schools are interested in providing such training; however, women re-entering the labor market often are unable to pay the training fees. (EA)

ED 110 806 95 CE 004 623

Ashmore, William H.

Lincoln Public Schools Part D Career Education Program: Opening Door to Awareness, 1973-74. Final Evaluation Report.

Rhode Island Coll., Providence. Center for Evaluation and Research.

Spons Agency—Lincoln School Dept., R.I.; Office of Career Education (DHEW/OE), Washington, D.C.; Rhode Island State Dept. of Education, Providence. Bureau of Grants and Regulations.

Pub Date 28 Jun 74

Note—37p.; Best copy available

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Career Awareness, *Career Education, Educational Programs, *Elementary Education, Learning Laboratories, Program Attitudes, Program Descriptions, *Program Evaluation, Questionnaires, *Student Testing, Teacher Attitudes, Tests

The report describes an elementary grade level career awareness program which was organized around four open-spaced non-graded learning centers: a kindergarten and three other learning centers in which students stayed for two-year periods to explore the 15 career clusters identified by the U.S. Office of Education. Each learning center used a single career theme (restaurant, library, hospital) as the foundation of the career program. The results of pre- and post-Knowledge of Careers tests administered to randomly selected students indicated that post-test mean scores were higher on all program levels, especially at lower levels, than the pre-test means. An evaluation of the program operation based on a Likert-type questionnaire administered to the teaching staff indicated their favorable perceptions of each aspect of the program which was assessed (for example, program improvement, program effectiveness, student attitudes, program objectives, program implementation, and program administration). The report concludes with eight recommendations for improving the program. Two appendixes include the Knowledge of Careers Tests by levels and the teacher questionnaire. (JR)

ED 110 807 CE 004 624

Walsh, Michael, Comp.

Careers for Liberal Arts Graduates: Employment Success Two Years After Graduation.

Southern Illinois Univ., Carbondale. Coll. of Liberal Arts.

Pub Date [74]

Note—13p.; For related document, see CE 004 625

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Career Ladders, Career Opportunities, Careers, *College Graduates, *Employment Patterns, *Followup Studies, Job Placement, *Liberal Arts Majors, Salaries, Tables (Data), Unemployment, *Vocational Followup

Identifiers—Southern Illinois University Carbondale

Eliminating the unstable employment period for college graduates in the first year or two after graduation, the followup study of the Southern Illinois University (Carbondale) 1972 liberal arts graduates was undertaken in November, 1974. Of 735 liberal arts graduates in 1972, there were 375 respondents. The liberal arts graduates reflected a satisfactory employment rate when comparing their unemployment rates to national rates; their overall unemployment rate was 7.5 percent, ranging from a rate of 12.5 percent for unmarried males to 2.0 percent for married

males. Graduates were engaged in a variety of careers (250 job titles) and showed a high level of employment, with over half earning over $10,000 a year and three-fourths listing their job as having career potential. Their major difficulty seemed to be the long process of finding satisfactory employment. Since few of the liberal arts graduates had a job-related major, the results question the assumption that a job-related major is necessary for a satisfactory job. An alphabetized list of the careers of the responding liberal arts graduates itemizes the graduate's college major, career potential assessment, and his/her 1974 yearly salary. A raw data summary of the followup study is also included. (EA)

ED 110 808 CE 004 625
Walsh, Michael
Career Alternatives for Liberal Arts Graduates: A Follow-Up Study.
Southern Illinois Univ., Carbondale. Coll. of Liberal Arts.
Pub Date 15 May 75
Note—51p.; For related document, see CE 004 624
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Career Education, Career Ladders, Career Opportunities, Careers, *College Graduates, *Employment Patterns, *Followup Studies, Job Placement, *Liberal Arts Majors, Salaries, Tables (Data), Unemployment, *Vocational Followup
Identifiers—Southern Illinois University Carbondale
The 1974 followup study of the 1972 liberal arts graduates of Southern Illinois University (Carbondale) was conducted to provide information about the present status of graduates regarding their rate, variety, and level of employment and to gain input on whether the College of Liberal Arts should place more emphasis on career preparation. Data were obtained two and one-half years after graduation, allowing sufficient time for employment stability. Findings on the 375 respondents of the 735 liberal arts graduates indicated: 85.9 percent in the labor force; overall unemployment of 7.5 percent; about 40 percent pursuing an advanced degree; employment in the whole range of organizations, occupations, and industries; 76.5 percent realizing satisfaction with their present job and 71.2 percent realizing career potential; and over 50 percent of full-time employees with salaries over $10,000. Relationship of job to major was not a highly significant indicator of employment level. While 70.5 percent of the graduates would choose the same or another liberal arts major, approximately 75 percent wanted more career preparation in their academic programs. Half of the document consists of appendixes of related tables, research methodology, and a copy of the questionnaire. (EA)

ED 110 809 88 CE 004 626
Career Education Through Multi-Experience Centers.
Quincy Public School District 172, Ill.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 29 May 75
Note—123p.; Two parts of the document which deal with project budgets and expenditures have been deleted
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—Career Awareness, *Career Education, Educational Objectives, Educational Planning, *Educational Programs, Elementary Secondary Education, Evaluation Methods, Learning Laboratories, *Program Descriptions, *Program Evaluation, School Community Relationship, Skill Centers, *Special Education, Special Programs, Vocational Education
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Illinois (Quincy), Multi Experience Centers, Quincy Public Schools
The overall objective of Career Education Through Multi-Experience Centers is to develop and implement a comprehensive career education program for special education in the Quincy, Illinois public schools. Part one of the report provides statistical data on the project. The bulk of part two analyzes the progress made toward accomplishing the program's six objectives (design 10 multi-experience centers, develop appropriate student evaluation instruments, increase students' career awareness, improve students' attitude toward their educational environment, increase the regular education staff members' acceptance of special education students, and develop more positive self concepts in secondary level students), with separate consideration of operational and evaluation procedures, the extent to which these procedures were implemented, and the generally positive evaluation results for each objective. Other project topics covered in part two include: expectations; effects on other schools and on cooperating community organizations; activities to assure continuation; and objectives, procedures, and evaluations for 1975-76. Part three, a dissemination report, lists newspaper articles about the project, project presentations, and requests for various types of project information. Five appendixes include detailed descriptions of the 10 career centers, evaluation instruments, reactions and evaluations of multi-experience centers, State certification of personnel, and the project brochure. (JR)

ED 110 810 CE 004 627
Report: National Conference on Cooperative Education.
Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.
Pub Date 5 Apr 75
Note—64p.; Report of the National Conference on Cooperative Education (Washington, D.C., April 3-5, 1975)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Apprenticeships, Career Education, *Conference Reports, *Cooperative Education, Educational Philosophy, Post Secondary Education, Role Perception, Rural Education, School Community Relationship, School Industry Relationship, Secondary Education, Urban Education, *Vocational Education
The conference report on cooperative vocational education contains four main sections. The first, background papers, contains three papers: Education in a Changing Society, Carl H. Madden; A Prospectus for Cooperative Vocational Education, William F. Pierce; and Critical Issues in Cooperative Vocational Education, Robert M. Worthington. The second section, summaries of contributing presentations, summarizes the remarks of: John A. Pinkston, a business man; J. C. Turner, a labor leader; and Paul W. Briggs, Robert L. Bennett, and Edward C. Roberts, educators. The third section, group reports on cooperative vocational education, discusses seven issues: role expectations in career education, expansion of cooperative education in career/job preparatory curricula, relationship to apprenticeship training, liability considerations, participation of students under age 16, rural and urban considerations, and employer participation. The fourth section is an evaluation of the conference by John K. Coster. (JR)

ED 110 811 CE 004 630
Flores, Verla
The Effect of the Curriculum Calendar in Self-Paced, Individualized Instruction.
Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jul 75
Contract—NE-C-00-3-0298
Note—24p.; For related document, see CE 004 631
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Continuous Progress Plan, Disadvantaged Groups, Flexible Schedules, *Individualized Curriculum, Individualized Instruction, *Office Occupations Education, Performance Factors, *School Calendars, Self Evaluation, *Student Evaluation
Identifiers—*Mountain Plains Program
The study investigated the effect of weekly instructor monitoring of a curriculum calendar on student progress within the individualized, competency-based Mountain-Plains office education program. Subjects were adult members of disadvantaged families and included all Mountain-Plains students entering office education career preparation between November, 1974 and February, 1975. Students, unaware of the experiment, were randomly placed in an experimental (calendar) or a control (no calendar) group for a six-week period. Attendance and progress hours were recorded, with the rate of progress computed weekly for each student. For the experimental group, the instructor constructed, with the student, a curriculum calendar based on established average time to complete a given package. Design for the experiment was a posttest only control group design. The major conclusion of the study was that the curriculum calendar utilized with adults within a self-paced, individualized office education curriculum provides an effective method of significantly increasing the students' rate of progress. The majority of staff and students commented positively on the calendar; instructional time required for its use was not excessive. Likewise, the curriculum calendar was viewed as a valuable tool in minimizing student length of stay in the program, thus, improving cost benefit factors. (EA)

ED 110 812 CE 004 631
Conrad, Rowan W. Pollack, Robert M.
Development of an Instrument for the Assessment of Parenting Attitudes. An Affective Evaluation Study: Parent Involvement Report Number 1.
Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.
Pub Date Aug 74
Note—11p.; For related document, see CE 004 630
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Attitude Tests, *Child Rearing, Discipline, Evaluation, Individualism, *Opinions, *Parent Attitudes, Parent Child Relationship, *Questionnaires, Rejection
Identifiers—*Mountain Plains Program
Development of the Child Raising Opinion Questionnaire to assess the attitudes of Mountain-Plains parents toward children was undertaken due to the inadequacy of other instruments in this area. Important factors in the development of the instrument were the parenting attitude of acceptance/rejection, the ability to perceive the child's individuality and "personhood", and parental resistance to learning about children and child raising techniques. The questionnaire, which is included in the report, consists of four scales: learning receptivity, discipline, indulgence dependency, and nurturance responsibility. The learning receptivity scale is designed to measure the extent to which a parent is receptive to learning about children, while the discipline scale measures the extent to which the parent believes in harsh authoritarian forms of discipline. Indulgence dependency is concerned with the extent to which the parent believes in indulging children; nurturance responsibility is related to the extent to which parents feel responsible for believing in tasks and behaviors which are nurturant and promote maximum development of the child. (EA)

ED 110 813 CE 004 633
DOD-Wide Civilian Career Program for Procurement Personnel.
Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.
Report No—DOD-1430.10-M-1
Pub Date 28 Jan 74
Note—37p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Career Education, Career Ladders, Government Employees, *Manpower Development, Manuals, Mobility, Personnel Needs, Program Descriptions, Program Improvement, Training, Vocational Counseling, *Vocational Development
Identifiers—*Department of Defense, DOD, Procurement Personnel
The manual, which supersedes the August 4, 1966 manual, is designed to aid in program improvement for career development and advancement opportunities of Department of Defense (DOD) civilian procurement personnel. Program elements covered include: career patterns, career counseling and appraisal, training and development, registration, referral and selection, key and supporting positions, next career position, and mobility. Approximately three-fourths of the manual consists of four appendixes related to career structure, master training plan, personnel development, and career counseling and appraisal system. (EA)

ED 110 814 CE 004 634
Thornburgh, Richard L.
Remarks of Richard L. Thornburgh to the Graduating Class, Career Prosecutor Course.
Pub Date 25 Jul 75
Note—12p.; Speech given at the National College of District Attorneys, Bates College of Law, University of Houston (Houston, Texas, July 25, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Careers, *Law Enforcement, *Laws, *Lawyers, Performance Factors, *Public Opinion, Speeches
Law enforcement today is under intense and increasing public pressure regarding allegations of wrongdoing such as wiretapping, illegal entry, and unlawful surveillance. Meanwhile, law enforcement must continue its main task of investigation and prosecution of criminal offenses in which the prosecutor plays a key role. In many communities the prosecutor's job remains a political office or a part-time occupation, and the costs of these shortcomings are high. Some recommendations for upgrading prosecutorial performance include additional continuing education programs and frequent and periodic reviews of our criminal codes to keep them in step with the times. New legislative tools for prosecutors also need to be sought, and the problem of financial resources to support prosecutive operations is a major one. Changes in the public's perception of the true nature of these problems and adjustments in the criminal justice process will enhance productivity. However, in the final analysis, the real opportunity to improve the criminal justice process exists in how prosecutors perform their duties at the local level. Prosecutors must never hesitate to follow the evidence where it leads, and there must be absolute regard for the guarantees of the Bill of Rights. (EA)

ED 110 815 CE 004 635
Davie, Lynn And Others
SHAPES: Shared Process Evaluation System. Towards a Process Analysis of Community Development.
Pub Date Apr 75
Note—15p.; Paper presented to the Adult Education Research Conference (St. Louis, Missouri, April 16-18, 1975); For related document, see CE 004 136
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Community Change, *Community Development, Community Planning, Community Programs, *Critical Incidents Method, Evaluation, *Interaction Process Analysis, Measurement Techniques, Speeches, Systems Analysis, *Systems Approach, *Systems Development
Identifiers—SHAPES, *Shared Process Evaluation System
The paper describes the Shared Process Evaluation System (SHAPES) for analyzing the process of community development. The system's basic organizing unit is the critical incident, an event judged to be essential to the continuation of a particular community development project or as representing a choice point in the project's history. Three sets of design criteria were used in developing SHAPES: criteria related to information discrimination and gathering; those related to validity, bias, and reliability; and those related to flexibility of information storage and retrieval. In the system, community development is defined as taking place when the priorities of different fields (individual or group actors in the community) are in relative agreement and result in effective shared activity. The SHAPE System in operation addresses itself to four questions: Who was involved? What happened? In what contextual model should the project outcome be viewed? What were the project outcomes? These four questions together with the instruments designed to provide data for their analysis constitute the essence of SHAPES. A field test of SHAPES produced positive reactions from an outside evaluator, field agents, and community informants, thereby encouraging its further refinement and application. (JR)

ED 110 816 CE 004 636
Seminars on Occupational Clusters. A Report.
Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
Pub Date Mar 75
Note—120p.
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—Articulation (Program), *Career Education, Career Ladders, *Cluster Grouping, Curriculum Development, Educational Development, Educational Programs, Foreign Countries, Manpower Development, *Occupational Clusters, Post Secondary Education, Secondary Education, *Seminars, Taxonomy
Identifiers—Readings (Collections)
The document on occupational clusters was developed from papers presented in staff seminars in the Bureau of Occupational and Adult Education and contains eight papers: Introduction to the World of Clustering, Sidney C. High; Cluster Curriculum Development, Elizabeth J. Simpson; the Cluster Concept, Development of Curricular Materials for the Public Service Occupations Cluster, Patrick J. Weagraff; Occupational Career Clusters--the Oregon Way, Leonard Kunzman; Occupational Clusters and Secondary to Postsecondary Articulation, Beryl McKinnerney; International Perspectives on Clustering, Gordon I. Swanson; the Manpower Education Effort in Clustering, Ann Donovan; and Career Education--Career Clusters--Explanations, Concepts and Office of Education Occupational Education Codes, Sherrill D. McMillen. The document includes the following appended materials: a 71-item "Introduction to Clustering" reference list; related charts, models, and tables; and an 18-page career cluster taxonomy. (JR)

ED 110 817 CE 004 637
Fry, John P. Cliborn, Robert E.
Development, Implementation, and Evaluation of Leadership/Management Training Within Army Battalions: Volume I: Summary of Findings.
Human Resources Research Organization, Fort Bliss, Tex. Div. 5.
Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Report No—HumRRO FR-WD-TX-75-11-Vol-I
Pub Date Jun 75
Note—103p.; For Volume II, see CE 004 638
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—Armed Forces, Behavioral Science Research, *Leadership Training, *Management Education, *Military Training, Organizational Development, Participant Satisfaction, Program Attitudes, *Program Development, *Program Evaluation, Small Group Instruction, Tables (Data), Training Techniques
The report describes the development and evaluation of an in-unit, leadership/management training program (based on experimental training methodology for providing Army leaders with behavioral skills and techniques) implemented within three battalion-sized combat units at Fort Bliss, Texas, in 1974. The program was organized around workshops designed to train leaders in individual and group problem-solving, management by objectives, and performance management. To evaluate the effect of the training, two survey instruments (an organizational climate survey and a skill use inventory) were developed. Seventy-six of the 92 key leaders trained were interviewed 2 to 12 months after the 60 hours of training was completed. In general, all of the participants accepted the training content as leadership/management skills useful to the Army leader in obtaining organizational goals. Over two-thirds estimated that they had increased their on-the-job use of the workshop skills and were able to identify positive consequences. Results of the project showed no conclusive evidence with respect to hard data (unit performance), but the soft data (estimates of the effects of skill use on-the-job) suggest that with the removal of several operational obstacles the training program could prove effective on unit performance and organizational climate. (Author/JR)

ED 110 818 CE 004 638
Fry, John P. Cliborn, Robert E.
Development, Implementation, and Evaluation of Leadership/Management Training Within Army Battalions. Volume II. Technical Appendices.
Human Resources Research Organization, Fort Bliss, Tex. Div. 5.
Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Report No—HumRRO FR-WD-TX-75-11-Vol-II
Pub Date Jun 75
Note—89p.; For volume I, see CE 004 637
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Data, *Data Analysis, Educational Programs, *Leadership Training, Management Education, *Military Training, Organizational Development, Participant Satisfaction, *Program Attitudes, Program Evaluation, *Questionnaires, Surveys, Tables (Data)
The volume contains nine supplementary appendixes to the final report of the program for developing, implementing, and evaluating leadership/management training within Army battalions: post-training survey results of the individual and group problem-solving workshop; typical examples of the use of program skills or comments on program skill use; distribution of gains in estimated program skill use; response percentages to problem checklist; the Human Resources Research Organization Battalion Questionnaires for Units B and C; scaling; the feedback system; and an in-depth analysis of the evaluation. (JR)

ED 110 819 CE 004 639
Educating for the Health Team.
Institute of Medicine (NAS), Washington, D.C.
Pub Date 3 Oct 72
Note—107p.; Report of the Conference on the Interrelationships of Educational Programs for Health Professionals (Washington, D.C., October 2-3, 1972)
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—Change Strategies, Clinical Experience, *Conference Reports, Conferences, Delivery Systems, Educational Needs, Educational Philosophy, Government Role, Health Occupations, *Health Occupations Education, Health Services, *Interdisciplinary Approach, Intergroup Relations, Interinstitutional Cooperation, Medical Associations, *Medical Education, Medical Students, Professional Associations, *Team Training, Teamwork
Identifiers—Health Delivery Systems, Institute of Medicine
The conference brought together on a national scale equal numbers of leaders (120 in all) from the major health professions to define the issues in the increasingly important matter of interdisciplinary education, in order to give impetus to more detailed considerations of institutional, regional, and ultimately national levels of health education. The report comprises a description of the organization of the conference and the development of the report, the chairperson's introduction; and the recommendations and conclusions of the steering committee. Discussion groups considered six questions: (1) Why educate teams? (2) Who should be so educated? (3) How should students be educated (classroom emphasis)? (4) How should students and professionals be educated (clinical emphasis)? (5) What are the requirements for educating health care delivery teams? (6) What are the obstacles? Two papers presented at the conference on these themes are among the appendixes, as is a report of the proceedings. The steering committee's recommendations are aimed at three levels: administrative, teaching, and national, stressing the importance of recognition of an obligation to engage in interdisciplinary education, the value of clinical settings for developing interdisciplinary education, and the need for governmental and professional support of interdisciplinary education for health care delivery teams. (AJ)

ED 110 820 CE 004 640
The Use of Social Security Earnings Data for Assessing the Impact of Manpower Training Programs: Final Report of the Panel on Manpower Training Evaluation.
National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.
Pub Date Jan 74
Note—48p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Data Analysis, *Data Collection, *Evaluation Methods, Information Needs, *Manpower Development, *Manpower Utilization, *Program Evaluation, Tables (Data)
Identifiers—*Social Security
The Panel on Manpower Training Evaluation has recommended that Social Security earnings data be more widely used in evaluating manpower programs, especially those that tend to serve prime-age males, such as the MDTA (Manpower Development Training Act) or NAB-JOBS (National Association of Businessmen-Job Opportunities in the Business Sector) programs. In spite of some limitations, earnings data provide very accurate and inexpensive longitudinal information that can be efficiently analyzed and provide as adequate a source of comparison groups as tailor-made sample survey studies, with the additional

potentiality for matching pairs of observations on selected characteristics such as prior earnings patterns. The panel recognizes the issue of confidentiality and expects adherence to standards set for public use of government data. The panel has stressed that evaluation is limited by the quality of information available on the population of manpower program participants. A suggested approach was to develop accurate samples rather than attempt to gather information on all trainees; however, this precludes development of accurate trainee lists for each project. A concluding recommendation was the undertaking of a study comparing the outcomes of a true experimental design to evaluate a manpower program with outcomes as measured by Social Security data. (Author/EA)

ED 110 821 CE 004 641

Manpower for Health Care.

Institute of Medicine (NAS), Washington, D.C.

Pub Date 9 May 74

Note—109p.; Papers of the Spring Meeting, Institute of Medicine (May 8-9, 1974)

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors—Conference Reports, Data, *Data Analysis, Delivery Systems, Geographic Distribution, Health Needs, *Health Services, Manpower Development, *Manpower Needs, Manpower Utilization, Medical Associations, Medical Education, Medical Services, National Organizations, *National Surveys, *Physicians, Specialists, Specialization, Symposia, Teamwork

Identifiers—Health Delivery Systems, Institute of Medicine

The document is a collection of six papers on key problems in health manpower which were presented at a symposium during the 1974 spring meeting of the Institute of Medicine. A seventh paper provides a summary of the major themes at the conclusion of the program. All of the symposium papers deal with the principal manpower issues of supply, distribution of physicians by geography and specialty, and the role of nonphysicians in the delivery of health care. Although the speakers differ on the relative importance of these problems and remedies for them, there is general agreement on certain basic propositions: (1) there is a maldistribution of physicians by geographic location and specialty; (2) there is a need for more physicians to enter the primary care specialites; (3) greater use of physician-extenders could improve physician productivity in the delivery of health care; (4) there is little real prospect for solving distribution problems through voluntary actions taken by physicians, medical schools, or teaching hospitals; (5) simply increasing the supply of physicians will not solve distribution problems. (Author/AJ)

ED 110 822 CE 004 642

Early Perceptions of the Comprehensive Employment and Training Act.

National Academy of Sciences, Washington, D.C.

Pub Date [74]

Note—39p.; Papers presented at the initial meeting of the Committee on Evaluation of Employment and Training Programs, Assembly of Behavioral and Social Sciences, National Research Council

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Decentralization, *Federal Legislation, *Federal State Relationship, Financial Support, *Local Government, Management, *Manpower Development, Politics, *Program Administration, Program Coordination, Role Conflict, Role Perception

Identifiers—CETA, *Comprehensive Employment and Training Act

A Committee on Evaluation of Employment and Training Programs was established by the National Academy of Sciences to assess the impact of the passage of the Comprehensive Employment and Training Act (CETA), which created a shift of control of manpower programs from Federal to State and local officials. At the first committee meeting a panel of five participants, representing Congress; the Department of Labor; and State, county, and city governments, presented its perceptions and expectations of CETA. The document contains the five presentations of panel members (Daniel Krivit, William Kolberg, George Basich, Jon Weintraub, and Thomas Nagle) which deal with the issues and problems of decentralization, decategorization, Federal role, State and local role, capabilities of local government, political leadership and ramifications, program coordination and cooperation, public employment provisions, management decisions, training needs, and funding. (EA)

ED 110 823 CE 004 647

Report of Biographical Information on People Who Enrolled in the Full-Time Day Programs of the Minnesota Area Vocational-Technical Institutes Between July 1, 1972 and June 30, 1973. Summary of All Enrollees: Across the State.

Minnesota Univ., Minneapolis. Vocational Follow-Up System.

Pub Date Nov 73

Note—32p.; For related documents, see CE 004 648-9

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Area Vocational Schools, *Biographical Inventories, Curriculum Design, Day Students, Enrollment Rate, Occupational Clusters, Post Secondary Education, State Surveys, *Student Characteristics, *Student Enrollment, *Tables (Data), Technical Institutes

Identifiers—*Minnesota

One of a series of reports summarizing data on students in the full-time day postsecondary programs of the Minnesota area vocational-technical institutes, the report features biographical data gathered from students enrolled between July 1, 1972 and June 30, 1973. Data presented include age, sex, marital status, geographical location, information about family occupations and income, students' prior education and work experience, and curriculum area in which enrolled. Appendixes give the system curriculum guide of broad occupational clusters and curriculum area for specific programs, and a list of the counties in Minnesota's 11 economic regions. (MF)

ED 110 824 CE 004 648

Report of Student Terminations From Full-Time Day Programs of The Minnesota Area Vocational-Technical Institutes Between July 1, 1972 and June 30, 1973. Summary of All Terminations: Across the State.

Minnesota Univ., Minneapolis. Vocational Follow-Up System.

Pub Date Dec 73

Note—19p.; For related documents, see CE 004 647 and CE 004 649

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Area Vocational Schools, Curriculum Design, Day Students, Dropout Characteristics, *Dropouts, Graduates, Occupational Clusters, Post Secondary Education, *State Surveys, Tables (Data), Technical Institutes, *Transfers, *Withdrawal

Identifiers—*Minnesota

The vocational followup system in the Minnesota area postsecondary vocational-technical institutes gathers three types of data about the students: (1) biographical, (2) termination and change of program, and (3) followup data on graduates. As part of this three-pronged effort, the termination and change data in the report provide information concerning the number of enrollees who graduated, withdrew, completed training objectives, received trade certificates, or changed programs between July 1, 1972 and June 30, 1973. Appendixes include the system curriculum guide and the categorization system of reasons for withdrawal. (MF)

ED 110 825 CE 004 649

Summary of One-Year Follow-Up Information on Graduates Who Graduated From Full-Time Day Programs of The Minnesota Area Vocational-Technical Institutes Between July 1, 1971, and June 30, 1972. Summary of All Graduates: Across the State.

Minnesota Univ., Minneapolis. Vocational Follow-Up System.

Pub Date Nov 73

Note—48p.; For related documents, see CE 004 647-648

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Area Vocational Schools, Curriculum Design, Employer Attitudes, *Followup Studies, *Graduate Surveys, Job Satisfaction, Occupational Clusters, Post Secondary Education, State Surveys, Student Opinion, Technical Institutes, *Vocational Followup

Identifiers—*Minnesota

The main purpose of a followup of Minnesota area postsecondary vocational-technical institute graduates was to determine what happens to graduates after they leave school. Information obtained from graduates and their employers allows school personnel to judge the effectiveness of their programs and how they might be improved. Experience with the followup system in Minnesota has been very successful. During the July 1, 1971-June 30, 1972 year returns were received from 80 percent of the graduates and from 92 percent of their employers. The data are presented in 35 tables and corresponding narratives covering the broad subject matter of the graduates' employment status at one year after graduation, including their employment history, employer followup, and graduates' evaluation of their school training programs. Appendixes give the system curriculum guide for broad occupational clusters and curriculum area for specific programs, and a list of the counties in Minnesota's 11 economic regions. (MF)

ED 110 826 CE 004 650

Kriner, Richard E. And Others

A Further Examination of Enlistment Motivation and the Disposition of Army Applicants. Technical Report No. 75-15.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No—HumRRO-TR-75-15

Pub Date Jun 75

Note—65p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—Armed Forces, Behavioral Science Research, Comparative Analysis, *Data Analysis, *Enlisted Men, *Military Personnel, Military Service, Military Training, *Motivation, *Participant Characteristics, Questionnaires, Research Projects, Tables (Data)

Identifiers—Army, *Military Enlistment

The study was conducted to (1) determine the structure of reasons leading to the enlistment decision, (2) isolate factors leading some initial Army applicants to enlist in one of the other services instead of the Army, and (3) compare data collected in a draft-free environment (FY74) with data collected in FY 72. Based on a sample of 28,079 (11,502 Army), data were obtained from questionnaire responses at Armed Forces Examining and Entrance Stations. The questionnaire included items on endorsement of reasons for enlistment, selection of service, influences in selection of service, and various demographic characteristics. Frequency distributions and factor analysis were used and cross-tabulations were prepared. According to the surveys, the Army's main attraction has been its ability to provide some kind of skill or advanced training to enlistees. Other findings included: (a) the proportion of Army enlistees who initially preferred another service increased 8 percent; (b) the Army gained in educational quality and lost in mental quality of its applicants; (c) age, geographic region, and educational level were the most important characteristics associated with making the Army an enlistee's first choice of service. The questionnaire and intercorrelation matrices for reasons for enlistment are appended. (Author/BP)

ED 110 827 CE 004 651

Caro, Paul W. And Others

Mission Suitability Testing of an Aircraft Simulator. Technical Report No. 75-12.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No—HumRRO-TR-75-12

Pub Date Jun 75

Note—71p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—Aircraft Pilots, *Cost Effectiveness, Course Content, Educational Programs, *Equipment Evaluation, Equipment Utilization, *Flight Training, Individual Instruction, *Military Training, Program Development, Program Evaluation, *Simulators, Training Objectives, Training Techniques, Transfer of Training, Vocational Education

Identifiers—*Helicopters

The report describes a study conducted to evaluate Device 2B24, which simulates the UH-1 helicopter and an instrument flight environment, and to determine its suitability for cost-effectively accomplishing the instrument phase of Army rotary wing flight training and facilitating UH-1

helicopter transition training, aviator proficiency evaluation, standardization, and flight training quality control. The three-phase mission suitability test involved examining the 2B24's advanced features in a training context, developing a new instrument training program for use with the device, and administering that training to 16 volunteer officers who had completed Army primary rotary wing training (100 hours) but had no helicopter or instrument flight experience. Results confirmed the device's mission suitability regarding both cost (per-student saving of over $4,000) and transfer of training (instrument training concluded in an average of 6.5 flight hours, as opposed to 60 flight hours for students in the existing program). Findings also indicated that the standardization, evaluation, and quality control goals had been partially met, and that the device's design is such that their fuller achievement is likely in the future. Four appendixes include: suitability test Army participants, course outline for UH-1 instrument and transition training, maneuver performance record forms, and reference material study guide. (Author)

ED 110 828 CE 004 652

Woodruff, Robert R. And Others

T-4G Methodology: Undergraduate Pilot Training T-37 Phase.

Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div.

Report No—AFHRL-TR-74-107

Pub Date Dec 74

Note—78p.

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—Aircraft Pilots, *Aviation Technology, *Course Content, *Course Descriptions, *Curriculum Guides, *Flight Training, Individual Instruction, Military Training, Performance Based Education, Post Secondary Education, Technical Education, Training Objectives, Training Techniques

The report's brief introduction describes the application of T-4G methodology to the T-37 instrument phase of undergraduate pilot training. The methodology is characterized by instruction in trainers, proficiency advancement, a highly structured syllabus, the training manager concept, early exposure to instrument training, and hands-on training. The introduction also describes the results of a test of the methodology, in which one particular flight training class required an average of 42 percent fewer flying hours (8.8 aircraft hours) than are included in the regular T-37 instrument syllabus. The bulk of the report consists of an appendix whose first part consists of discussions of problems associated with the T-4G Methodology T-37 Syllabus, instructor pilot reactions to the syllabus, results of the application of the syllabus, grade adjustment information for the test population, and recommendations. The bulk of the appendix (60 pages) consists of the syllabus which includes special instructions, task objectives, and performance criteria for the following areas of T-37 flight training: flying training; contact training; instrument trainer training (including basic instruction, basic maneuvers, radio navigation, radar, and mission profile); instrument flight training; navigation training; and formation training. An additional appendix presents a flow chart of the regular against the test syllabi. (JR)

ED 110 829 95 CE 004 653

Koontz, Ronald G.

A Classification Scheme for Career Education Resource Materials.

Office of Career Education (DHEW/OE), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—37p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Career Education, Cataloging, *Classification, *Educational Resources, Filing, Government Libraries, Indexing, Information Centers, Information Dissemination, Information Processing, Information Retrieval, Information Services, Information Sources, Information Storage, Library Facilities, Library Planning, *Resource Centers, *Resource Materials, Subject Index Terms

Identifiers—USOE Office of Career Education Resource Library

The introductory section of the paper expresses its purpose: to devise a classification scheme for career education resource material, which will be used to develop the USOE Office of Career Education Resource Library and will be disseminated to interested State departments of education and local school districts to assist them in classifying their own career education resource materials. The second section of the paper describes the classification of career education resource material, revised after critiquing by 50 randomly selected career education practitioners. The third section describes the classification scheme, defines the nine cataloging terms used, and lists the 40 key descriptors utilized in the filing system. The classification headings are discussed to eliminate confusion of terms. The fourth section describes the use of the key descriptors and card catalog for the purpose of searching and retrieving needed material, and the storage problem is discussed. Section five explains how the index card is designed for conversion to computer card, and the main advantages of a computer system of retrieval are discussed. Brief descriptions of discipline and content areas, of special groups, and of types of materials are appended, as well as a sample index card. (Author/AJ)

ED 110 830 CE 004 654

Boatswain's Mate F1 and C: Naval Rate Training Manual.

Naval Education and Training Command, Pensacola, Fla.

Report No—NAVEDTRA-10304-C

Pub Date 75

Note—347p.; Answer sheets not reproducible

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number (manual) 0502-LP-051-5210, (answer sheets) 0502-LP-051-5211)

EDRS Price MF-$0.76 HC-$17.13 Plus Postage

Descriptors—Assignments, *Aviation Technology, Course Content, Equipment Maintenance, *Fuels, Individual Instruction, *Instructional Materials, *Job Training, *Manuals, Military Training, Post Secondary Education, Technical Education

Identifiers—*Boatswain Mate F 1 and C, Navy

The Rate Training Manual and Nonresident Career Course (RTM/NRCC) form a self-study package that enables Aviation Boatswain's Mate F to fulfill the requirements for advancement to ABF1 and the ABF1 for advancement to the rank of ABFC. In preparing for advancement examinations, the manual should be studied in conjunction with Military Requirements for Petty Officers 1 and C, NavPers 10057 (series). Chapter one discusses the enlisted rating structure, the requirements for advancement, responsibilities involved in advancement, and various advancement opportunities. Chapters two through ten cover the following topics: aviation fuels division afloat, JP-5 systems afloat, operation of the JP-5 system, gasoline systems afloat, aviation lube oil system, fuels division ashore, quality assurance and surveillance, maintenance and repair, and administration. The document concludes with a subject index and a 61-page course assignment booklet. (BP)

ED 110 831 CE 004 655

Conrad, Rowan W.

Educational Values of Adult Rural Disadvantaged Students: An Affective Evaluation Report. General Report No. 2.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Report No—IR-4-11-025

Pub Date Jul 74

Note—15p.; For related documents, see CE 004 656-7

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Adult Students, *Disadvantaged Groups, *Educational Objectives, *Rating Scales, Rural Population, *Student Motivation, Values

Identifiers—*Mountain Plains Program

Sixteen educational aims were rank ordered by 188 adult rural disadvantaged family members who were student participants in the Mountain-Plains Program. Results were examined by factor analysis and by the Thurstone (unweighted) scaling method; the factor structure was weak, indicating considerable independence for the individual items. Students ranked a feeling for other people, a continuing desire for knowledge, and emotional stability as their most important aims and a sense of civic responsibility and loyalty to America as their least important aims. The high ranking of personal/interpersonal aims seemed to be contrary to current thinking which assumes practical vocational needs to be those dominant among disadvantaged populations. The study was seen as strong validation for the Mountain-Plains approach to meeting the needs of disadvantaged populations. (Author/EA)

ED 110 832 CE 004 656

Conrad, Rowan W.

Revision of the Child Raising Opinion Questionnaire. An Affective Evaluation Study. Parent Involvement Report No. 3.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Pub Date Jul 75

Note—16p.; For related documents, see CE 004 655 and CE 004 657

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Adult Students, *Child Rearing, *Parent Attitudes, *Questionnaires, Rural Population, Student Opinion

Identifiers—Mountain Plains Program

The report describes revisions made to the Child Raising Opinion Questionnaire for assessing attitudes toward child rearing in the Mountain-Plains student population. Two new scales were developed for the Questionnaire: one measuring resistance to learning about children in particular and resistance to outside influences in the area of child raising generally; the other measuring confidence/adequacy in dealing with children. In addition, new items were included in the section of the questionnaire dealing with general child raising practice to eliminate the former transparency of the questionnaire items, to shift the score mean in the direction of the scale mean, and to obtain greater variance in responses. The report also includes the revised questionnaire in its new booklet form with the response categories appearing on each page and with a separate answer sheet for recording responses. (JR)

ED 110 833 CE 004 657

Conrad, Rowan W.

A Personality Development Interpretation of Employability and Disadvantaged Status with Remedial Implications: Counseling Services Report No. 21.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Pub Date Dec 74

Note—22p.; For related documents, see CE 004 655-6; Revision and update of Counseling Services Report No. 11

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Behavior Rating Scales, Disadvantaged Groups, Individual Characteristics, Personality Assessment, *Personality Development, Personality Studies, *Personality Tests, *Personality Theories, Psychological Evaluation, Rural Population, Student Characteristics

Identifiers—Mountain Plains Program

Tracing problems observed among the Mountain-Plains student population, a trend of apparently improper or arrested personality development emerges. Observations indicate that a majority of the student population does not possess normally developed trust, autonomy, initiative, industry, sense of identity, or ability to develop intimate relationships, nor have most (in any way other than in production of children) engaged in generativity. In order to test these observations, the entering student population from summer 1973 to spring 1974, all of whom were young adult family members of average intelligence and defined as rural disadvantaged, were administered two instruments designed to measure personality traits and the basic constructs of self-actualization. The students' test results were compared with adult norms selected from the respective test manuals. The test results indicated that Mountain-Plains students scored below normal in objective measures of trust, autonomy, initiative, industry, identity, and intimacy. While the results do not irrefutably support the arrested personality development interpretation of personal/personality problems with the population under study, the indicators are extremely strong in favor of that interpretation. Supplementary tables provide Ericksonian Ego Qualities and Age Periods, selected test scales, and personality

development of Mountain-Plains students versus norm groups. (JR)

ED 110 834 CE 004 670

Tenpas, Barbara G. Higgins, Norman C.

Practice and Incentive Effects on Learner Performance: Aircraft Instrument Comprehension Task.

Arizona State Univ., Tempe. Dept. of Educational Technology and Library Science.

Spons Agency—Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div.

Report No—AFHRL-TR-74-104

Pub Date Dec 74

Note—29p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Flight Training, *Military Personnel, *Motivation, Performance Tests, Predictor Variables, *Skill Development, *Task Performance, *Testing Programs, Test Results

Identifiers—Air Force

To study the effects of practice and incentive on learner performance on the aircraft instrument comprehension task, 48 third-year Air Force cadets were chosen as subjects. The subjects were expected to be able to identify which one of four pictures of aircraft in flight most nearly corresponded to the position indicated on a panel of attitude and heading instruments. Incentives were in the form of additional points and an opportunity to "fly" a formation trainer. The practice variable was manipulated by changing the instructional materials. The pretest-treatment-post-test experimental design provided data for analysis. Data revealed that neither variable (practice or incentive) significantly affected the accuracy of post-test responses, but they did affect in a positive way the post-test rate of responding. The rate of responding is often considered to be a good indicator of an individual's productivity. Sample instructional materials and a post-test item are appended. (AG)

ED 110 835 CE 004 672

Knox, Alan B. And Others

Development of Adult Education Graduate Programs.

Adult Education Association of U.S.A., Washington, D.C.

Pub Date 73

Note—68p.

Available from—Adult Education Association of the USA, 810 18th Street, N.W., Washington, D.C. 20006 ($2.00 to professional, contributing and organizational AEA members and to bookstores; $2.25 to all other AEA members; $2.50 to all others)

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—*Adult Education, Educational Problems, Education Courses, *Graduate Professors, *Graduate Study, Interdisciplinary Approach, National Surveys, Problem Solving, *Program Development, *Questionnaires

Identifiers—Canada

Prepared at the request of the executive committee of the Commission of the Professors of Adult Education, the monograph explores problems and solutions that American and Canadian professors of adult education report in initiating and revising graduate programs. Survey questionnaires (approximately two-thirds return rate) were sent to one professor at each institutional graduate program included on the 1972-73 membership listing in the Commission of the Professors of Adult Education. The questionnaire consisted of three parts: program characteristics, four items on each of 22 issues related to program initiation/revision, and comments on starting a new program. An age-of-program categorization was used throughout the data analysis to identify developmental trends. Twenty to 70 percent of the programs reported problems related to 10 widespread issues: the number of professors in the program, their mix of competencies, their departmental location, the specialized adult education courses, the process for approval and modification of courses, ways to relate out-of-department courses to adult education, combined department arrangements, the attraction of able graduate students, the function of faculty research, and the chairman's role in obtaining support for the adult education graduate program. Each of these issues is described in one of the monograph's 10 sub-sections. (EA)

ED 110 836 CE 004 673

Kester, Ralph J. Howard, John, Jr.

The Adoption of Systems Innovations in Educational Organizations: A Case Study of Operation Guidance.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Report No—R&D-Ser-100

Pub Date 75

Note—306p.

Available from—Product Utilization, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($19.50)

EDRS Price MF-$0.76 HC-$15.86 Plus Postage

Descriptors—*Case Studies (Education), Data Collection, *Educational Innovation, Program Development, School Attitudes, School Environment, School Involvement, *School Organization, *Systems Development, Tables (Data)

Identifiers—Operation Guidance

To identify factors which affect the acceptance of innovation in school organizations, a career development product entitled Operation Guidance (OG) was the object of a case study. Five basic organizational characteristics were used to roughly quantify attributes of the organization of the six schools studied. The characteristics were: centralization of decision-making, standardization of practices and procedures, personnel supervision, complexity of organizational structure, and staff heterogeneity. The school community was considered on three levels: attendance area, district, and State. Eight situational descriptors were chosen to characterize each school's setting: district pupil expenditure, community per capita income, community population, geographic location, eligibility for ESEA Title I funds, work structure of students' families, and the location of the student population. Other, less tangible, aspects were also considered. Data collection instruments were surveys, profiles, indexes, charts, and collections of selected facts. (One hundred-fifty pages describe in detail what took place in adopting OG at each of the sites and relate the procedures to the characteristics of the sites. Forty-six hypothesized generalizations are presented concerning how and what influences facilitate the adoption of system-type innovations. Appended materials include comments on instrument development, sample data collection devices, and data tables.) (AG)

ED 110 837 CE 004 676

Kelly, William And Others

East Providence Career Education Project Evaluation: 1973-74.

Rhode Island Univ., Kingston. Curriculum Research and Development Center.

Spons Agency—East Providence School Dept., R. I.

Pub Date 74

Note—24p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Attendance Patterns, *Career Education, *City Wide Programs, Data Analysis, Elementary Education, *Program Evaluation, Secondary Education, Student Characteristics, Tables (Data)

Identifiers—*East Providence Career Education Project

Observations and interviews were used to evaluate the East Providence Career Education Project for 1973-1974. Data available on processes and products suggest that the program is substantially meeting its goals in spite of low attendance figures and student performance on various tests. A lower socioeconomic class of students with its resultant lower motivation and reading ability, the fact of double sessions in the school, and the future-oriented nature of career education goals may account for the limited showing of the program. Recommendations are for a continuation of the program. (MU)

ED 110 838 CE 004 678

Davis, Granville D.

The University Council on Education for Public Responsibility: 1961-1975. Occasional Papers No. 43.

Syracuse Univ., N.Y. Publications Program in Continuing Education.

Pub Date Apr 75

Note—139p.

Available from—Syracuse University Publications in Continuing Education, 224 Huntington Hall, Syracuse, New York 13210 ($2.75)

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Background, *Interinstitutional Cooperation, *Organizations (Groups), Program Development, *Reference Books, Universities

Identifiers—*Univ Council on Educ for Public Responsibility

A reference source to the University Council on Education for Public Responsibility, the document covers the formation, functions, and development of the Council over the past 14 years. Chapter 1 provides an historical background of the Council. The following two chapters describe specific cooperative projects initiated by the Council. One project was the urbanism project, demonstrating the positive and negative forces at work in the city, which resulted in the nationally televised "Metropolis: Creator or Destroyer?" and a book of readings, "Metropolis: Values in Conflict." Another less successful project was the study of automation. Chapter 4 deals with reorganization and revision for a more viable organization; Chapter 5 covers new directions in adopting the national conference concept and describes the 1970, 1972, 1973, and 1974 national conferences. The concluding chapters, 6 and 7, provide an evaluative assessment of the organization and implications for the future. Approximately one-half of the document consists of five appendixes pertaining to organizational and planning meetings, proposals, by-laws, national conference programs, and a book outline. (EA)

ED 110 839 CE 004 680

Colle, Royal D. And Others

Stretching Manpower Resources for Non-Formal Education in Rural Development: A Case Study in Communication.

Pub Date 75

Note—18p.; A paper presented to the Adult Education Research Conference (St. Louis, Missouri, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Audio Equipment, *Developing Nations, Magnetic Tape Cassettes, *Pilot Projects, Rural Areas, *Rural Development, *Rural Education, Rural Extension, Rural Population, Tape Recordings, Volunteers

Identifiers—Field Workers, Guatemala

Although there is a great need for field workers in the process of social change in underdeveloped countries, there are several weaknesses in the field worker system: inadequate supply, narrow range of competence, inadequate quality control, and inflexible learning situations. In order to expand the reach and breadth of such non-formal education programs a pilot project involving unpaid, relatively untrained village volunteers equipped with audio cassette tape machines was devised. Three villages in the Quesada Valley in Guatemala were used as the study site during July 1974. Four cassette tapes were prepared, each 22-29 minutes in length and containing information, stories, and music in a magazine-type format. Evaluations were conducted among the volunteers and the general village populations. The study's results indicated that: in no case were the machines lost, stolen, or damaged; people in the villages listened to and learned from the tapes and acted upon what they had learned; the monetary cost of the system was minimal; the program worked as a latent training system for volunteers who became sought-after sources of information; and there were no logistical problems with batteries, tapes, or machines. The study concludes that the system can stretch rural manpower resources in rural development. (JR)

ED 110 840 CE 004 681

Wagner, Roy M. K.

Understanding the Process of Differential Diagnosis: Prerequisite to the Training of Medical and Veterinary Medical Practitioners.

Pub Date Apr 75

Note—43p.; A paper presented to the *Adult Education Research Conference, (St. Louis, Missouri, April, 1975)

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Clinical Diagnosis, *Learning Processes, *Medical Education, Medical Evaluation, Medical Students, Task Analysis, Teaching Methods, *Thought Processes, Transfer of Training, *Veterinary Medicine

The paper describes an auto-tutorial methodology for training veterinary medical practitioners to perform differential diagnoses. It describes in detail the three phases of differential diagnosis: sensory pick-up, a combination of cognition and memory; categorization, the process by which diagnosticians group symptoms and signs prior to diagnosis; and inferential strategy, a combination of what diagnosticians refer to as intuition and confirmation techniques. The paper criticizes traditional methods of classroom instruction in differential diagnosis which present practitioners with informational cues in single disease categories in symptom-grouped fashion rather than in multiple disease categories characteristic of real-life situations. Students instructed in traditional methods when confronted with a real diagnostic problem must first complete a transfer from the learned system of inforrmation (single disease categories) to the alternative system (multiple disease categories) before diagnosis can take place. The paper briefly reviews a pilot study, utilizing both graduate and undergraduate veterinary medical students, which yielded data tending to verify the transfer hypothesis. Through an understanding of the differential diagnostic process, however, simulation exercises can be constructed to teach the organization of information into multiple disease categories and the inferential skill required to utilize the multiple disease categories to reach tentative diagnoses. (Author/JR)

ED 110 841 CE 004 682

Whaples, Gene C.

Racial Attitudes of One Group of Adult Educators.

Pub Date 18 Apr 75

Note—32p.; A paper presented at the Adult Education Research Conference (St. Louis, Missouri, April 16-18, 1975)

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Adult Educators, Attitude Tests, Discriminatory Attitudes (Social), *Extension Agents, Northern Attitudes, *Racial Attitudes, *Semantic Differential, Tables (Data)

Identifiers—Northeastern States

The study examines attitudes toward blacks of 127 randomly selected county level white 4-H and youth professionals in 12 Northeastern States (a 98 percent response rate). The subjects were randomly divided between one control and one treatment group and administered the Situational Attitude Scale, a racial attitude measurement instrument consisting of 10 bipolar semantic differential scales for each of 10 personal or social situations. The data indicate that the attitudes of white 4-H and youth professionals in the Northeastern Region of the U.S. are different toward blacks than toward whites (confirmed in 18 of the 100 items and 3 of the 10 situations). Support was not found for the four subhypotheses: that females have more negative attitudes toward blacks than do males, that older professionals have more negative attitudes toward blacks than do younger professionals, that persons who lived in a primarily rural environment during ages 1 to 10 hold more negative attitudes toward blacks than do those who lived in a primarily urban area during those years, and that persons who are not members of an integrated staff at the professional level hold more negative attitudes toward blacks than do those who are members of an integrated staff. (Author/JR)

ED 110 842 CE 004 683

McCannon, Roger S.

Effectiveness of an Orientation and Counseling Program for Adult Evening Students at Drake University.

Pub Date 18 Apr 75

Note—16p.; A paper presented at the Adult Education Research Conference (St. Louis, Missouri, April 18, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Adult Students, *College Students, *Counseling Programs, Educational Games, Emotional Development, *Evening Students, Program Effectiveness, *School Orientation, Self Concept, Self Evaluation, Simulation, Student Personnel Services

Identifiers—Drake University (Des Moines)

Literature on counseling adult college students is extremely limited; few if any training programs are currently operating with the purpose of preparing counseling specialists in adult education. Moreover, college/university orientation programs for new entering adult part-time evening students are virtually nonexistent. Recognizing the need for supportive services, Drake University initiated an orientation and counseling program for new entering adult evening students during fall and spring semesters of 1972-73. Individuals were randomly assigned to a treatment group (28 students) and a control group (27 students) and pretested and post-tested. The orientation program, consisting of seven weekly 1 1/2 hour meetings, was geared to increased self-understanding, major developmental tasks of college students, the development of self-appraisal and self-direction, and better emotional development. A unique feature of the program was the development of a simulation game, BALANCE, to help students in their adjustment to the college experience. Statistical analysis revealed that students participating in the orientation and counseling program had a significantly higher grade point average at the end of the semester. (EA)

ED 110 843 CE 004 684

Yerka, Bettie Lee

Effectiveness of Paraprofessionals in Working with Low Income Families: An Experimental Study.

Pub Date 75

Note—30p.; Paper presented to the Adult Education Research Conference (St. Louis, Missouri, 1975)

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Adult Education Programs, *Adult Educators, Community Education, Effective Teaching, Ethnic Groups, Inservice Teacher Education, *Low Income Groups, Nutrition Instruction, Participant Characteristics, *Program Effectiveness, Teacher Characteristics, *Urban Extension

Identifiers—New York (New York), *Paraprofessional Personnel

The study evaluates the educational effectiveness of indigenous paraprofessionals engaged in Cooperative Extension's nutrition education program for low income families n an inner city community of New York City. Of the 20 paraprofessionals, all but one black or Spanish-speaking women, nearly all gained in knowledge and understanding of teaching and learning strategies, a majority changed their feelings positively toward their job, and a majority rated above average job-persistence factors while on the job. In addition, 10 of the 14 rated on teaching performance with clientele were rated at the mean or above. The experimental and comparison groups of homemakers were demographically similar to the paraprofessionals except for having less education, more and younger children, and being more Spanish-speaking than black. During the program, participants exhibited higher nutritional intakes and levels and more nutritional knowledge than did the nonparticipants. In sum, the study provided evidence that it is possible to select, conduct inservice education for, and place in an inner city community paraprofessional women, of backgrounds similar to their clientele, who can help their clientele improve their nutritional knowledge and practices. Five tables correlating and analyzing by means of stepwise regression the dependent and independent variables are appended. (JR)

ED 110 844 CE 004 685

Mortvedt, Marjory M.

Evaluation of the Use of Group Dynamics Training in the Expanded Food and Nutrition Education Program.

Pub Date 17 Apr 75

Note—31p.; A paper presented at the Adult Education Research Conference (St. Louis, Missouri, April 17, 1975)

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Adult Education Programs, *Adult Educators, Educational Research, *Extension Education, *Group Dynamics, Group Instruction, Group Membership, Interaction Process Analysis, Low Income Groups, Participant Characteristics, Speeches, Teaching Methods

Identifiers—EFNEP, Expanded Food and Nutrition Education Program

The paper evaluates the use of group dynamics training for Expanded Food and Nutrition Education Program (EFNEP) aides in Ohio and assesses low income homemakers' adoption of group participation. The treatment group of aides was given week-long experimental group dynamics training which was coupled with nutrition and money management subject matter. A second group participated in two, day-long group dynamics training sessions, and a third group had no training in group dynamics except for a brief introduction. The aides studied were the total population of EFNEP aides in three Ohio Extension areas. Aides in the first two groups registered an increase in positive attitude toward group teaching over time. The second and third groups registered an increase in knowledge of group dynamics methods over time whereas the first group remained stationary. Regarding adoption of group methodology, the treatment group significantly attained the training objectives. The data indicate, however, that other factors besides training can influence aide adoption of group methodology. The data also show a substantial proportion of low income EFNEP homemakers desire some kind of group activity, especially rural women, metropolitan black women, and women with few years of schooling. (JR)

ED 110 845 CE 004 686

Thorson, James A.

Variations in Attitude Toward Aging as a Function of Educational Level.

Pub Date 17 Apr 75

Note—12p.; A paper presented at the Adult Education Research Conference (St. Louis, Missouri, April 17, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Age, Analysis of Variance, *Attitudes, *Attitude Tests, Educational Background, *Negative Attitudes, *Older Adults, Participant Characteristics

Identifiers—*Kogan Old People Scale

The study reports on the use of the Kogan Old People (OP) scale, a 34-item Likert scale, in a variety of research applications. In the study's first phase, 59 subjects from three different training programs dealing with the elderly completed the OP scale. The results of this phase indicated that attitude toward old people became more negative as age of respondent increased. From these results it was hypothesized that race and social class might also affect attitudes toward old people. In phase two a group of high school students, all at nearly the same age and educational level, completed the OP scale. Grouping the respondents according to race and class produced no consistent pattern of differences in mean scores. Grouping the two samples indicated that no consistent pattern or increase in positive attitudes can be demonstrated by subjects' age. However, respondents having one or more years of higher education had a more positive attitude than the non-college group. Thus, among the groups tested, years of education appears to be an important factor contributing to variation in attitudes toward the aged. Sampling procedures were not random, so the results are not generalizable to a larger population. (JR)

ED 110 846 CE 004 687

Forest, Laverne B. *Flitter, Michael*

Content Analysis: A Method for Research and Evaluation in Adult Education.

Pub Date 18 Apr 75

Note—19p.; A paper presented at the Adult Education Research Conference (St. Louis, Missouri, April 18, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Adult Education, Case Studies, *Content Analysis, Correlation, Data Analysis, *Decision Making, *Research Methodology

Content analysis is a systematic and objective technique which reduces into smaller sub-parts existing communications. It is the analytical reduction of a text to a standard set of statistically manipulatable symbols representing the presence, intensity, or frequency of characteristics. A case study of the use of content analysis is the U.S. Forest Service's formulation in the early 1970s of a development policy for the Shawnee National Forest in southern Illinois. The alternatives were: no projects, new limited access highway, combination scenic drive and trail, national scenic trail, and improve existing roads. Three hundred documents expressing public opinion were analyzed according to various categories, given a numerical score, and cross tabulated. On the basis of the assumption that people's attitudes regarding the alternative were related to underlying concerns and factors, which when subjected to multiple correlation analysis could be used to predict attitudes, the content analysis verified the decision to opt for the scenic route over the existing road system. As a method of describing, understanding and explaining, pre-

dicting, and deciding, especially in cases where available data is not in the form required, content analysis is a reliable and valid research method and central to the development of adult education. (Author/JR)

ED 110 847 95 CE 004 689
Thorson, James A., Ed.
Action Now for Older Americans: Toward Independent Living.
Georgia Univ., Athens. Georgia Center for Continuing Education.
Spons Agency—Gerontological Society, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date 24 Mar 72
Note—80p.; Proceedings of a conference (Atlanta, Georgia, March 22-24, 1972)
Available from—Georgia Center for Continuing Education, University of Georgia, Athens, Georgia 30602 ($2.50)
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Agency Role, Community Agencies (Public), Community Organizations, Conference Reports, Federal Programs, Government Role, Handicapped, Health Services, *Human Services, *Older Adults, *Productive Living, Senior Citizens, Social Action, Speeches, State Agencies, State Programs, Voluntary Agencies
The collection of conference papers given by representatives of State, Federal, and voluntary agencies, and university faculty, discusses information and planning strategies aimed at maximizing independent living for the elderly. Introductory and welcoming remarks by James A. Thorson, Virginia Smith, and Frank Groschelle are included along with the full texts of the following papers: Advocacy for the Older Person, Carl Eisdorfer; Regional Directions in Serving Older Americans, Frank Nicholson; Action Toward Maximizing Independent Living for Older Americans; Ray Schwartz; The Role of the National Voluntary Agencies, Ellen Winston; Problems of Handicapped Older Citizens in Maintaining Independent Living, E. Percil Stanford; New Thrusts in Services, Goals, Barriers, and Some Solutions in Helping the Aged Toward Independent Living, James J. Burr; New Strategies for Serving Older People, Charles Wells; The Goal and Objective, Stanley Brody; Strategies to Identify and Serve the Target Groups, Margaret Blenkner; The Impact of Scientific Advances on Independent Living, Carl Eisdorfer; Services to Maintain Older People in Their Homes, William G. Bell; Strategies in Providing Services to the Elderly, Carter Osterbind. Working through the agencies of the Department of Health, Education and Welfare (DHEW), the National Voluntary Organizations, and regional and State programs is emphasized. (LH)

ED 110 848 CE 004 691
Rostker, Bernard
An Evaluation-Management Information System for Vocational Rehabilitation.
Report No—P-5404
Pub Date Mar 75
Note—46p.
Available from—The Rand Corporation, Santa Monica, California 90406 ($3.00)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Cost Effectiveness, Evaluation Methods, Federal Programs, *Management Information Systems, *Models, National Surveys, Recordkeeping, *Systems Development, *Vocational Rehabilitation
The paper provides the basic concepts and structure of an evaluative-management information system that meets the needs of vocational rehabilitation program and project managers and allows inter- and intra-program and project comparisons. Cost-benefit analysis has not (1) provided managers with relevant information upon which to base their decisions, (2) provided a systematic means for making tradeoffs, nor (3) helped managers develop consistent incentives and standards to measure internal project efficiency. Three major factors must be agreed upon before developing an evaluation system: quantifiable program objectives, benefit-cost framework, and a control group to be used as a standard for estimating gains in client income attributable to the program. Som problems to be considered in structuring mathematical models are estimating client income gain and using a national labor market survey as a statistical control. The mathematical relationship between sample survey mean, sample survey size, and the prediction of foregone income for single clients and aggregations of clients influences the prediction variance. The new design for a national longitudinal survey is a continuous work history survey based on calendar months which allows for complete recording of single employment, multiple employment, job search, training, and withdrawals from the labor force. (SAuthor/AG)

ED 110 849 CE 004 692
Parker, Robert
A Study of the Coordination of the Higher Adult Education Function Within State Systems.
Pub Date 18 Apr 75
Note—16p.; Paper presented at the Adult Education Research Conference (St. Louis, April, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Adult Education, Educational Administration, *Educational Coordination, Educational Planning, Educational Programs, *Higher Education, State Programs, *State Surveys
The paper reports the findings of a two-tier data survey involving the chief executive officers of State systems of higher education in determining the extent of their coordination-control of higher adult education. The first general phase of the study indicated that 42 of the 50 systems surveyed had responsibility for higher adult education. In phase two, the 12 State systems having a high degree of involvement in the coordination-control of higher adult education were grouped into three basic models: the voluntary model, the central unit plus regional organizations model, and the central unit at the State level model. Major findings of phase two indicate that a majority of the 12: play a major part in the administration and governance, conduct statewide planning, pay more attention to planning outcomes than to actual planning, allocate functions to institutions according to their strengths and capabilities, have authority over program review, pay slight attention to resource allocation and utilization, take part in evaluation, assign jurisdiction over programing based on the nature and mission of the institution, do not provide financial aid to adult part-time students on a par with full-time on campus students, and rarely employ non-traditional formats. (JR)

ED 110 850 CE 004 693
Rosenthal, Harriet P.
The Effect of Teacher Expectancy Upon the Achievement and Intelligence Test Scores of Adult Students.
Pub Date 75
Note—42p.; Paper presented at the Adult Education Research Conference (St. Louis, Missouri, April, 1975)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Achievement Rating, *Adult Educators, *Adult Students, Behavioral Science Research, *Expectation, Negative Attitudes, Racial Discrimination, Student Characteristics, *Teacher Attitudes, Teacher Stereotypes
Identifiers—*Self Fulfilling Prophecy
The primary purpose of this study was to replicate and extend research in the area of teachers expectancies toward an adult education population in a remedial course, the General Technical Review Course at a military base in the Southeastern United States. The students, 68 blacks, 27 whites, and 12 Spanish speakers were initially administered an achievement and an I.Q. test. Teachers (three white females and one black male) were informed that the tests were designed to identify "academic spurters." Approximately 20 percent of the students were randomly designated as "spurters" and the teachers given the "results." At the end of the course, students were again tested and teachers completed an evaluative rating form for each student. For the students, the results indicated that the self-fulfilling prophecy may have operated for the white experimental group but not for the nonwhite experimental group. For the teachers, analyzing the data by high-low achievement within race indicated that teachers credited white students who achieved (they had more personality, they studied better, and they were more personable), but black and Spanish-speaking students who achieved were not credited (the nonwhite high achievers were not differentiated from the nonwhite low achievers). A possible explanation is that "self-induced" teacher biases, prior expectancies based on race, were operating. (Author/JR)

ED 110 851 CE 004 694
McLagan, Patricia A.
Behavior Theory and Adult Education.
Pub Date Apr 75
Note—39p.; Paper presented at the Adult Education Research Conference (St. Louis, Missouri, April, 1975)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Adult Education, Adult Learning, Annotated Bibliographies, Behavioral Science Research, *Behavior Change, Behavior Development, *Behavior Theories, Individual Characteristics, Learning Theories, Positive Reinforcement, *Self Reward
The paper proposes that when behavior change is the major target of an adult education program, the designer must consider three factors: (1) the four basic targets for behavior change efforts (behavior goals and plans, basic knowledge and skills needed for successful performance, physical environment, reinforcers of behavior); (2) individual differences of the learner (self-esteem level, meaningfulness of behavior goals, self-image clarity, perceived locus of control); and (3) qualities of the target behavior. It describes self-behavior modification through self-goal setting, self-monitoring, self-reinforcement, and self-controlled environment change. Advantages and disadvantages of self-behavior modification are also proposed. Behavior theory is then related to adult education design, and an interactive model that can provide structure and/or freedom to individuals according to their needs to use in behavior change programs for adults is introduced. The paper also presents results of a study of the effects on new behavior development of educator- vs. learner-determined reinforcement in a reading and information handling program for technical professionals in industry, which suggest that adult learners will self-reward and that they find self-rewards more satisfactory than externally determined reinforcement. (Author/JR)

ED 110 852 CE 004 695
Elliott, Elizabeth
Social Indicators and Program Evaluation.
Pub Date Apr 75
Note—14p.; Paper presented at the Adult Education Research Conference (St. Louis, Missouri, April, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Adult Education Programs, Evaluation Methods, Models, *Program Evaluation, *Social Factors
Identifiers—*Social Indicators
The paper examines the concept of social indicators as ways of evaluating macro level adult education programs. In general social indicators deal with social factors which affect the quality of life of the population. Social scientists are recognizing the need for both economic and social indicators. Even as the need for social indicators is discussed, the problems which may be associated with their use(questions of measurement, the reduction of social indicators into economic terms, the definition of quality of life) are recognized. Typical social indicators include: health, public safety, education, employment, income, housing, leisure and recreation, and population. In assessing adult education programs with respect to social indicators, the time factor seems to be crucial. In a model evaluation the procedure moves from focusing on a social concern (one source of program objectives) to identifying appropriate social indicators, to collecting evidence, to comparing the evidence to the social indicators. As the program is judged and referred back to the social concern, the cycle starts again, presumably at a more advanced point in relation to the social concern. All adult educators need to work to establish evaluative procedures which attend to qualitative as well as quantitative aspects of program output. (JR)

ED 110 853 95 CE 004 697
Boggs, Minnie, Ed. Luckner, Barbara, Ed.
Familiarization and Dissemination of Selected Vocational-Technical Curriculum and Resource Materials. A Final Report.
Hawaii Univ., Honolulu. Office of the State Director for Vocational Education.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.
Bureau No—F-9006-UK
Pub Date Jun 75
Grant—OEG-9-74-0084
Note—107p.
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—*Career Education, Curriculum Development, *Information Dissemination, *In-service Teacher Education, Instructional Improvement, Instructional Materials, Resource Materials, *State Programs, Teacher Workshops, Technical Education, *Vocational Education
Identifiers—*Hawaii
Because the insular nature of the State of Hawaii limits easy access to materials available nationally and even curtails dissemination of locally developed curricular materials, the materials familiarization and dissemination portion of an educational development project was designed to provide educators throughout Hawaii with an information system that would better help them meet the vocational-technical and career education needs of their students. The report of the materials familiarization and dissemination activities tells how up-to-date curriculum and resource materials were selected, purchased, and duplicated for dissemination. These and other materials already available locally were presented, explained, demonstrated, and discussed by various experts in a series of workshops held on Oahu and the Neighbor Islands. Educators in vocational-technical and career education and related areas were made familiar with some of the most recent useable materials, together with the methods and techniques by which they might be effectively implemented in the on-going instructional programs of the State. Appended to the report are materials related to the workshops(brochures and agenda, topics and consultants, participants, and evaluations) and a three-page list of the materials purchased and/or duplicated. (Author/AJ)

ED 110 854 95 CE 004 868
Feingold, S. Norman And Others
Resources: Recommendations for Adult Career Education Resources: Supplement.
Applied Management Sciences, Inc., Silver Spring, Md.; B'nai B'rith, Washington, D.C. Career and Counseling Services.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jul 75
Grant—OEG-0-73-6372
Note—201p.; The document is a supplement to CE 003 181
EDRS Price MF-$0.76 HC-$10.78 Plus Postage
Descriptors—Abstracts, *Adult Education, Adult Literacy, *Annotated Bibliographies, Audiovisual Aids, Career Choice, *Career Education, Educational Resources, *Instructional Materials, Minority Groups, Occupational Information, Reading Level, Reading Materials, *Resource Guides, Resource Materials, Womens Education
Identifiers—Adult Career Education Resources Survey
The document is a compendium of abstracts of career materials from a variety of media; materials were reviewed not only in terms of suitability for use by adults, but also in terms of quality of career information. Reading levels have been included for each piece of written career information material. A supplement to a previously published resource guide, the document provides additional career information resources, with increased proportions of materials which are produced in audio-visual media formats, written at reading comprehension levels better suited to adults with lower levels of reading skills, and/or addressed to the needs of women and minorities. Focus has also been placed on inexpensive or free materials. Entries for printed materials are catalogued according to 16 major occupational areas; audiovisual materials are catalogued separately. Forms employed in the adult career education resources survey are appended. (Author/AJ)

ED 110 855 95 CE 004 869
Feingold, S. Norman
Explorations; Part I, Revised: Career Activities for Adult Education Classes.
Applied Management Sciences, Inc., Silver Spring, Md.; B'nai B'rith, Washington, D.C. Career and Counseling Services.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 75
Grant—OEG-0-73-6372
Note—75p.; The document is a revision of CE 003 179
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Adult Education, *Career Education, Critical Thinking, *Integrated Curriculum, *Language Arts, Learning Activities, *Lesson Plans, Oral Communication, Reading Instruction, Student Characteristics, Writing Skills
Identifiers—Adult Career Education Resources Survey
The Adult Career Education Resources Survey was designed to (a) compile career information resources for adults and (b) provide materials that will encourage adult educators to integrate career education activities into ongoing curricula. The document was developed and revised by the Suvey staff to meet the second objective; it provides a group of field-tested exercises for use by adult educators which serve to help adult students become familiar with a spectrum of careers and which permit introduction of career materials into other learning contexts. From two to six exercises are provided in each of four curriculum areas: reading, writing, oral communication, and critical thinking. To assist the teacher in integrating career activities into ongoing curricula, every activity includes these characterizations: (1) skills reinforced by the activity, (2) performance objective, (3) materials required, (4) time required, (5) a summary of the activity, which describes briefly the suggested tasks from initiation to completion, (6) potential results, and (7) potential populations for utilization. Information on the field-testing of these activities is provided in the document. (Author/AJ)

CG

ED 110 856 CG 008 611
Biser, Harry C.
The Influence of the Admissions Officer in Making of College Policy.
Pub Date 11 Oct 73
Note—12p.; Not available in hard copy due to marginal legibility of original document; Paper presented at the Annual Conference of the National Association of College Admissions Counselors (29th, Chicago, Illinois, October 11, 1975)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—*Academic Rank (Professional), *Administrative Policy, *Admissions Counselors, Committees, *Counselor Functions, *Policy Formation, Role Perception, Speeches
In discussing the current status and role of the admissions counselor, the author maintains that the admissions officer, if he is to function effectively as the college's educational emissary, must have a thorough understanding of the curriculum and must either serve on curriculum committees or have faculty status. He deplores the fact that this is not so in many institutions, and cites many examples of how an admissions officer is neglected in certain decisions concerning admitting students and how he is subjected to pressures by various groups. The admissions officer can contribute positively to the organization of college orientation programs, and he should have a say in college publications. He should also be given more authority and should participate in central administrative committees. Moreover, he can increase his influence in his college through active involvement in national and regional organizations. Finally, through the use of data gathered from test sheets, interviews and surveys, the admissions officer can provide valuable information on curriculum choices and academic planning. (Author/SE)

ED 110 857 CG 008 622
Huddleston, Richard J.
The Effects of a Reinforcement-Counseling Procedure on the Social Behavior and Sociometric Status of Elementary Students.
Pub Date 73
Note—13p.; Best copy available, some pages may reproduce poorly; Paper presented at the Annual Meeting of the Canadian Guidance and Counseling Association, 1973
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Behavioral Counseling, *Behavior Problems, Elementary School Students, Group Counseling, *Peer Relationship, Reinforcers, *Social Reinforcement, *Sociometric Techniques, Speeches
Previous research has shown that certain counseling methods, unlike behavioral counseling procedures, have been unsuccessful in improving the sociometric status of unpopular and uncooperative elementary students. This study attempted to assess the effectiveness of behavioral counseling. Forty elementary students were identified as unpopular and uncooperative. Twenty of them were assigned to a control group while 20 others were assigned to four groups of reinforcement counseling. The latter groups met twice a week for five weeks, and the students were assisted to increase the frequency of their rewarding and cooperative behavior while in the presence of their peers. Following treatment, the sociometric instrument was readministered to all students who were randomly assigned to four groups of 10 Ss each. Each group participated in a series of work tasks, and observations were made of the counseled and control students' rewarding and cooperative behavior. Analysis of the results revealed no significant differences between the control and counseled groups on gain in sociometric choices or in their behavior while participating in the series of work tasks. Reasons for the failure of the behavioral procedure were attributed to problems in reinforcing students who would not behave in rewarding or cooperative ways toward their peers. (Author/SE)

ED 110 858 CG 008 834
Gast, Robert L.
Sixteen Questions and Responses Concerning the Development of a School District Standardized Testing Program.
Pub Date 74
Note—17p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Achievement Tests, *Educational Testing, *Objectives, Program Development, Psychoeducational Processes, *Psychometrists, School Psychologists, *Testing Programs, *Test Results
The author, as a testing consultant, has considered and answered 16 questions on the various aspects of testing usually asked by school staff members. The questions and answers are primarily concerned with statistical aspects of achievement tests and the best way to interpret test results to clients, parents and teachers. The need for caution in the choice of particular tests is stressed; thus, tests should be neither too easy nor too difficult for students, and tests should be chosen by a committee who specifies the particular goals for which a test should be administered. The author notes the importance of informing faculty members about the meaning of test scores and how such scores might help them in their classrooms. Moreover, in interpreting a test score one should be aware that a score reflects a current situation resulting from the interaction of various complex variables, so that judgements about a student's academic future should not be based on test scores alone. Finally, the author presents a bibliography of books and journals, dealing with various aspects of testing, to assist testers in any difficulties they might encounter in their work. (SE)

ED 110 859 CG 008 838
Jones, Alvin H.
Graduate Programs for Black and Asian Graduate Students in Pupil Personnel Services.
Pub Date Apr 74
Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Community Involvement, *Counselor Training, Cultural Differences, Cultural Pluralism, *Educationally Disadvantaged, *Educational Objectives, Financial Support, Graduate Study, *Minority Groups, Negro Students, Program Development, *Pupil Personnel Workers, Racial Discrimination, Speeches
Identifiers—*Education Professions Development Act, EPDA

Several studies have shown that public schools in the United States are staffed with counselors and teachers who have a limited cultural understanding of black and other minority students. Moreover, racist attitudes have permeated all levels of the educational system, preventing the development of programs that would help black students to attain higher education and thereby help their people. The federal Education Professions Development Act (EPDA) was a progressive step in re-evaluating educational goals. The EPDA California center, one of seven centers created under the program, has tried to establish an advanced degree program which has a multicultural curriculum designed to train a new kind of pupil personnel worker. A major stress has been on on-site instruction and an effort to enlist effective community participation in higher education. The author suggests the need to introduce courses which reflect the cultural characteristics of all ethnic groups and explain the differences among various cultures in various parts of the country. Moreover, minority communities should be actively involved in the educational process, and financial aid to minority students should be increased. Finally, the suggested program would require a longer preparation period than do traditional programs. (SE)

ED 110 860 CG 008 875

Segal, Cecile P.

Effect of an Advance Organizer upon Learning for Sixth-Grade Children Maintaining an External Locus of Control Orientation.

Pub Date Apr 74

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 15-19, 1974)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Analysis of Variance, *Behavior Patterns, *Cognitive Processes, Comparative Analysis, Elementary Education, Elementary School Students, *Learning Processes, *Locus of Control, Perceptual Development, Research Projects, Retention, *Social Differences, Socioeconomic Status, Speeches, Verbal Learning

The inferior performance of external locus of control (LOC) subjects (Ss) on achievement tests has been attributed by many researchers to cognitive and perceptual deficiencies. Several studies have shown that advance organizers (AO) which provide optimal anchorage and mobilize existing relevant concepts, facilitate learning of verbal material. This study tested the hypothesis that learning of an unfamiliar passage by sixth-grade external LOC Ss can be improved by the help of AO. Thirty-three lower socioeconomic status (SES) black Ss and 34 Jewish upper-middle SES Ss were identified as either external or internal LOC. Half of each LOC group received an introductory passage with concrete examples and inclusive terms (the AO group) while the introductory passage of the other half (control group) did not have any AO. Both groups received the same unfamiliar study passage followed by a 10-item test on the study passage. An analysis of variance on the scores of the latter test indicated that while the main effect of AO was not significant, AO had a significant effect only on the retention ability of lower SES students with an external LOC. There is a need for further studies using a larger number of Ss representing various grade levels. (Author/SE)

ED 110 861 CG 008 942

Leopold, Harold S.

Selective Group Approaches in Hospital Settings.

Pub Date [73]

Note—15p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavior Change, *Group Dynamics, Institutionalized (Persons), *Interaction Process Analysis, Medical Services, Program Descriptions, *Psychiatric Services, Psychosis, *Psychotherapy, Schizophrenia

The author considers group therapy as one of the most appropriate approaches to help psychotic patients, especially schizophrenics. He advocates the formation of four graded groups of patients based on the seriousness of their problems. The first is an intake group formed of newly admitted patients. Interaction in a group situation provides the psychiatrist a good opportunity to study the nature of the problems of each patient so as to place him in one of the other three groups. The second is a group for regressive patients, the most difficult cases with which to deal. The psychiatrist, with patience, understanding and support of a patient can gain his confidence and establish communication between the latter and the other members of the group, and then move him into the third group of less serious cases. With the latter group the emphasis is on correcting distorted perception and, through creating a healthy group atmosphere, initiate emotional and behavioral change. The fourth group is formed of predischarged patients who are allowed to join outpatients and family members. In this group, attempts are made to enhance self-esteem and recondition members to their immediate environments. (SE)

ED 110 862 CG 008 943

Marion, David J.

Crisis Intervention Project, Boston Public Schools, December 1, 1972-May 1, 1973. Evaluation.

Data Education, Inc., Waltham, Mass.

Spons Agency—Boston Public Schools, Mass.

Pub Date May 73

Note—89p.; Best copy available, some material may reproduce poorly

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—Community Involvement, *Crisis Therapy, Drug Education, *Intervention, *Prevention, Program Descriptions, *School Community Relationship, *Teamwork, Training

The Crisis Prevention-Intervention Project (CPI) of the Boston Public Schools is described in two parts: a six-month evaluation report and an interim report by the project director. The goals of this pilot project for the five Boston schools (three public, two parochial) were: (1) to develop an operational program of crisis intervention and prevention that would alleviate in-school forces which lead to discontentment and/or crisis; (2) to undertake a survey of the needs of the schools to prevent disruption; and (3) to design an instrument to test for crisis-proneness in a school. The administrative organization and CPI includes a project director, advisory council and five support teams with representation from faculty, administration, parents, students and police groups from the school community. Training programs, specific problems of the project, initial impact areas and related projects are discussed. Results of brief needs assessment survey of staffs and board members are included. (GMF)

ED 110 863 CG 008 955

Meredith, Jack

Counseling Workers over 40: GULHEMP, a New Approach.

Pub Date 10 Apr 74

Note—30p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (30th, New Orleans, Louisiana, 1974); Not avcialble in hard copy due to marginal legibility of original document

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Age Differences, *Employment Opportunities, Equal Opportunities (Jobs), *Industrial Personnel, *Job Placement, *Medical Services, *Middle Aged, Models, Social Discrimination, Speeches, Task Analysis

Identifiers—*GULHEMP Method

This series of presentations describe a method of job counseling and placement for the middle-aged which combines pre-employment physical worker analysis with job analysis for effective matching of job requirements with worker capacities. The matching process involves these steps: (1) job analysis by an industrial engineer; (2) worker examination by medical staff including medical and social tests and histories; and (3) comparison between medical and job profiles and recommendation to employer. The profile is determined by Dr. Koyl's GULHEMP method (general physique, upper and lower extremities, hearing, eyesight, mentality and personality). Both physical and job analyses are scaled to these fitness categories. Advantages to this matching system of job placement include: (1) identification of medical problems and resulting referral and treatment; (2) sensitization of state employment agencies to the needs of middle aged workers; (3) assistance to employers in the placement of physically qualified workers to the satisfaction of both employer and employee; (4) lower incidence of illness and turnover "profiled" workers; and (5) a method to eliminate age, sex and race discrimination in employment. (GMF)

ED 110 864 CG 008 956

Montgomery, Travis

A Comprehensive Job Placement Program for Secondary, Non-Urban High Schools.

Pub Date 74

Note—10p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (30th, New Orleans, Louisiana, 1974)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Audiovisual Aids, Community Involvement, High School Students, *Job Development, *Job Placement, *Occupational Information, Program Development, Rural Schools, *Rural Youth, *School Community Cooperation, Secondary Education, Speeches, Student Needs, Vocational Development

Identifiers—*Missouri

A comprehensive Career Education Project for 10 secondary non-urban high schools in Missouri has been developed to implement job development and job placement programs and follow-up of area high school seniors. The program components seek to: (1) establish a Centralized Job Placement Office; (2) implement a job placement service in each high school; (3) establish a centralized career information and audiovisual library; (4) establish working relationships with community employers; (5) follow up graduates and drop-outs; (6) provide selected seniors with a two-week on-the-job-work experience in a field of interest; and (7) develop a Model Job Placement Guide and directory of job opportunities. Participating schools encourage a team approach to job placement by utilizing the available human resources such as superintendents, principals, teachers, students and community employers. Brief questionnaires distributed to participating counselors, teachers and students were utilized to obtain information needed for program implementation. (GMF)

ED 110 865 CG 008 958

Action Counseling with Suspended Students.

Pub Date [74]

Note—5p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Counseling Programs, Counselor Training, *Discipline Problems, *Family Counseling, *Group Counseling, Occupational Guidance, *Parent School Relationship, Program Descriptions, Secondary Education, Speeches, *Suspension

Identifiers—*Cooperative Community Counseling

The Cooperative Community Counseling Project was designed to undertake an intensive joint individual and family counseling program to reduce maladaptive behaviors of students who were suspended from community high schools. Counselor training for this program included weekly seminars focusing on specific topics: (1) general problems associated with suspensions, (2) study of employment and educational opportunities for urban youth, (3) study of disciplinary practices in real school situations, (4) critique of counseling interviews and techniques, and (5) production of a documentary film about work with suspended students. The program consisted of individual and group counseling, academic assistance, occupational and educational guidance, teacher descriptions of student behavior, parent interviews and evaluation. Inventory and interview data on students' perceptions of the program indicated some differences between project and control groups. The results suggest that schools should make counseling-related activities a basic part of treatment procedures for suspended students. (GMF)

ED 110 866 CG 009 289

Abrams, L. Annette, Ed. And Others

Accountability in Drug Education: A Model for Evaluation.

Drug Abuse Council, Inc., Washington, D.C.

Report No—HS-1

Pub Date Nov 73

Note—294p.

Available from—Drug Abuse Council, Inc., 1828 L Street, N.W., Washington, D.C. 20036 (HC $2.25, $1.50 in quantities of 10 or more)

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Data Analysis, *Drug Education, *Educational Accountability, Educational Objectives, *Evaluation Methods, Measurement Instruments, Models, Program Development, *Program Effectiveness, *Research Needs, Resource Materials, Test Results

This text is the first in a series of handbook providing methodology information for drug program planners and administrators. This handbook is designed to address the private sector need for assistance in their consideration of methods, techniques and approaches necessary for effective local program implementation and evaluation. The first section of the handbook describes program objectives, goal setting considerations, pitfalls in data collection, and research designs considered appropriate for the evaluation of drug education programs. The second section presents a number of reliable measures for program evaluation, an orientation for the effective use of the sample instruments, and information for locating additional measures. Drug education measures for use with young children, adolescents, college students and adults are included or described. The third and final section deals with the analysis and interpretation of data, and includes discussions on student evaluation results, the use of computers and the dimensions of program planning. (Author/SJL)

ED 110 867 CG 009 291

Survey of State Drug Abuse Activities 1972.

Drug Abuse Council, Inc., Washington, D.C.

Report No—MS-2

Pub Date May 73

Note—48p.

Available from—The Drug Abuse Council, Inc., 1828 L Street, N.W., Washington, D.C. 20036 (HC $1.25, $.75 in quantities of 10 or more)

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—*Drug Abuse, *Drug Education, *Evaluation Needs, National Surveys, *Program Improvement, Questionnaires, *State Programs

This survey is one of a series conducted by The Drug Abuse Council, Inc. to explain the efforts of the public sector to control and prevent drug abuse. The survey attempts to document the involvement of the states in drug abuse prevention, treatment and control by undertaking a census of existing programs and expenditures, as well as a review of unmet problems and needs. The analysis contains survey results for all states, with size and geographic breakdowns whenever appropriate. The results are organized by responses to questions in the following areas: state administration and coordination, funding, data and epidemiology, treatment and rehabilitation, education and prevention, law enforcement, and technical assistance from the federal government. The report includes an analysis of the possible problems developing in efforts by the states to respond to drug abuse. (Author/SJL)

ED 110 868 CG 009 292

Students Speak on Drugs; The High School Student Project.

Drug Abuse Council, Inc., Washington, D.C.

Report No—HS-3

Pub Date Jun 74

Note—293p.; Some pages in the individual reports may reproduce poorly

Available from—The Drug Abuse Council, Inc., 1828 L Street, N.W., Washington, D.C. 20036 (HC $2.25, $1.50 in quantities of 10 or more)

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—*Drug Abuse, *Drug Education, Field Interviews, High School Students, *Program Evaluation, *Student Attitudes, *Student Research, Surveys

This report represents the findings obtained from investigations conducted by nine student research groups based in high school s in each geographical region of the United States. Each research group conducted three-month studies of the drug education programs and formulated recommendations for program modifications and new approaches. Major issues for fact finding included: (1) the incidence of drug abuse among high school students; (2) student attitudes on drug use and abuse; (3) the nature of existing drug education programs; (4) the effectiveness of those programs; and (5) students' perceptions of their drug education needs. The groups' research findings indicate widespread usage and availability of illicit drugs, failure of existing drug education programs to affect student drug usage, and the need for involvement of the community-at-large. The students repeatedly criticized the prevalence of a subject-matter orientation to school drug programs, instead suggesting the need for a personal-problems or social-problems orientation. Included in the report is a discussion of the limitations and weaknesses of this student project. (Author/SJL)

ED 110 869 CG 009 995

Rosenbluh, Edward S. And Others

Emotional First Aid: Crisis Development and Systems of Intervention.

Pub Date 74

Note—227p.; Originally issued under the title "-Techniques of Crisis Intervention: Emergency Mental Health First Aid"

Available from—Rosenbluh and Associates, Behavioral Science Services, 3101 Hikes Lane, Louisville, Kentucky 40220 (HC $8.00 plus postage, $7.00 each for orders of 10 or more)

Document Not Available from EDRS

Descriptors—*Counselor Training, *Crisis Therapy, *Emotional Problems, Guidelines, *Intervention, *Mental Health, Psychological Services

This instructional manual takes a developmental approach toward understanding the psychological, social and behavioral dynamics of human crisis. The manual describes the behavior patterns characterizing various psychological and physical crises, and provides background information and methods of crisis intervention with which to manage each. In addition to communicating non-psychiatric helping skills, the manual addresses the problems of a community or organization seeking to assess and manage conflict. (SJL)

ED 110 870 CG 009 997

Seiferth, Berniece

Sex, Courtship, and Marriage.

Pub Date [65]

Note—38p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Adolescents, *Changing Attitudes, *Dating (Social), *Marriage, Moral Development, *Sexuality, State of the Art Reviews, *Teenagers

The author presents an historical perspective on abortion, contraception and marriage as a prelude to an examination of changing attitudes toward sex. The article deals with the negative effects attributed to the increased incidence of early dating and early marriage of teenagers in the United States. The author also assumes positions on such issues as masturbation, premarital sex, illegitimate children and interfaith marriage. (SJL)

ED 110 871 CG 009 998

Demos, George D. And Others

The Role of the College Counseling Center in Fostering Positive Mental Health Among College-Age Youth.

California State Coll., Long Beach.

Pub Date 11 Dec 64

Note—56p.; Papers presented at the Meeting of the California State Psychological Association (Los Angeles, California, December 11, 1964); Best copy available, several pages may not reproduce clearly

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—*College Students, *Counseling Centers, *Counseling Services, Counselors, Higher Education, *Mental Health Programs, Psychiatrists, Psychologists, Role Perception, *Symposia

This symposium explores the general roles and functions of a college counseling center and of the professional staff within it. Contributors to the symposium discussed the role of the director, the counseling psychologist, the clinical psychologist, the psychiatrist, and the sociologist in fostering positive mental health on college campuses. The role of a college counseling center director was seen to be that of a coordinator in the sense that he sees to the smooth and effective functioning of the center's operation. The role of the counseling psychologist must evolve within a particular framework that has three characteristics: (1) it must be consistent with the aims of the institutions, (2) it must not duplicate the functions of other personnel, and (3) it must have its wellsprings in the nature of the student body. The role of the clinical psychologist is that of helping students work through certain existential problems while the psychiatrist diagnoses and treats referred cases, especially problem psychoses. The function of the sociologist is to define the cultural profile of the student population. All of these roles and their interrelationships with each other are delineated. (RWP)

ED 110 872 CG 009 999

Atkinson, Donald R. And Others

Self-Monitoring to Increase Classroom Participation Behavior.

Pub Date [Mar 75]

Note—19p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Behavioral Science Research, *Behavior Change, Change Strategies, *Classroom Participation, Elementary Education, *Elementary School Students, Research Projects, Self Evaluation, *Student Behavior, Student Participation

Identifiers—*Self Monitoring

The purpose of this study was to examine the effect of self-monitoring on classroom participation. Twenty-four male and twenty-four female sixth-grade students were randomly assigned to four treatment conditions: (1) self-monitoring participation; (2) self-monitoring non-participation; (3) teacher request; and (4) control procedure. Students in group I increased their classroom participation during the treatment and posttreatment phases of the experiment, while students in the other three groups did not. More students in group I enjoyed the task and felt it was helpful to them than did students in group II. (Author)

ED 110 873 CG 010 000

Caldwell, Gary L.

The Suitability of the California Test of Personality and Rokeach's Dogmatism Scale as Selection Instruments for Security Police.

Pub Date 75

Note—93p.; Master's Thesis, Wayne State University

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—*Adjustment (to Environment), *Armed Forces, Behavior Rating Scales, Comparative Analysis, Dogmatism, Masters Theses, Personality Tests, *Personnel Selection, *Police, Psychological Tests, Research Projects, *Screening Tests

Identifiers—*California Test Of Personality, CTP

The purpose of this study was to determine if the California Test of Personality and Rokeach's Dogmatism Scale could be used as screening instruments for Air Force Security Police. Thirty-six Air Force Security Police assigned to TUSLOG Det 94-2, Turkey comprised the sample for this study. The variables measured by the instruments--personal adjustment, social adjustment, total adjustment, and degree of dogmatism--were compared to ratings given by senior supervisors. Statistical analysis was conducted to determine if there were any relationships between the supervisory ratings and the scores on the CTP and Dogmatism Scale. The analysis revealed no significant relationship between the ratings and the scores on the CTP or on the Dogmatism scale. (Author)

ED 110 874 95 CG 010 001

Slavin, Robert E. And Others

Individual vs. Team Competition: The Interpersonal Consequences of Academic Performance. Center for Social Organization of Schools, Report Number 188.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Jan 75

Contract—NE-C-00-3-0014

Note—21p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Academic Achievement, Educational Research, Group Dynamics, *Junior High Schools, *Peer Relationship, *Performance Factors, Social Organizations, *Teamwork

This study utilized the Teams-Games-Tournament (TGT) concept, an educational technique employing team competition within the classroom. The hypothesis was that mediating TGT's effects on academic performance is a change in the relationship between academic performance and sociometric status of students. Subjects were 232 seventh grade students incorporated into a 2x2 design varying both competition (team vs. individual) and practice (individual vs. group) modes. Team competition changed the peer group norms as predicted, creating a positive

relationship between academic performance and sociometric status, whereas no such relationship existed for students in the individual competition. Implications for the sociology of education are discussed. It was concluded that this study goes beyond a description of effects of successful academic performance on peer group status and offers a means of changing peer group consequences of academic success. (Author/BW)

ED 110 875 95 CG 010 002
Greenberger, Ellen And Others
Measuring Psychosocial Maturity: A Status Report. Center for Social Organization of Schools, Report Number 187.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Dec 74
Contract—NE-C-00-3-0113
Note—62p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Child Development, *Measurement Instruments, *Psychometrics, Rating Scales, *Secondary School Students, Self Evaluation, *Social Development, *Student Attitudes, Student Development, Student Evaluation
Identifiers—*Psychosocial Maturity Inventory
The educational community lacks tools for assessing the nonacademic growth of students--their growth as persons and as social beings. This paper describes the development of an attitude inventory based on an interdisciplinary model of psychosocial maturity. The Psychosocial Maturity Inventory, a self-report instrument, is comprised of nine subscales and is suited for the assessment of youngsters in the approximate age range 11 to 18. Among the studies reviewed are ones which (1) specify at various age levels the internal consistency of the subscales; (2) report the association between the subscales and various measures of academic achievement; and (3) describe the relationship of the subscales to other measures of personality, such as "faking good," anxiety and self esteem. Factor analyses of the Inventory provide an empirical base for testing the proposed theoretical structure of psychosocial maturity. The Appendices provide additional detail on the psychometric properties of the Inventory. (Author)

ED 110 876 CG 010 003
Hector, Mark A.
Self-Management Projects in Counselor Education.
Pub Date 75
Note—12p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Behavior Change, Counselor Performance, *Counselor Training, *Practicums, Professional Training, *Self Control, Speeches, *Teaching Methods, *Training Techniques
Much emphasis in the literature has been given to the idea that counselors can teach their clients self-management procedures and that through these procedures the clients can learn to solve their own problems. The concept of self-management as applied to the counselor education process and more specifically to the modification of counselor behaviors is discussed. The benefits of training counselors through self-management procedures are described. A specific plan that has been used with pre-practicum and practicum students is outlined. Each student is required to select some aspect of his or her counseling behavior and modify it according to the self-management plan. This plan suggests how a student can (1) identify a problem, (2) analyze the problem, (3) set a goal, (4) determine and implement a strategy, and (5) evaluate the project results. Three projects that students have completed are described. One project dealt with reducing the number of times the counselor used a meaningless filler in her speech. A second project concerned a student who wanted to ask fewer close ended questions and more open ended questions. The third project dealt with increasing the frequency of empathic responses. General student reactions to the self-management projects are also summarized. (Author)

ED 110 877 CG 010 004
Pine, Gerald J.
School Counseling: Criticism and Contexts.
Pub Date [Mar 75]
Note—28p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Accountability, *Counseling Effectiveness, *Counselor Evaluation, *Counselor Role, Elementary School Counselors, *Guidance Counseling, *Role Perception, Secondary School Counselors, Speeches, Standards, State of the Art Reviews
The purposes of this paper are: to identify specifically the criticisms of school counseling; to analyze what accounts for these criticisms; to indicate how school counseling should and is responding to its critics; and to look at where school counseling is headed. Through a review and analysis of the conceptual and empirical literature dealing with the development and status of school counseling the range and scope of contemporary criticism are delineated. It is suggested that criticisms of school counseling emanate from problems relating to untrained, undertrained, and uncommitted counselors; professional identity and role; societal contexts; professional ideology; and accountability. Each of these problems is defined and examined and suggestions are made regarding constructive responses to criticism and effective evaluation procedures. There is a bibliography of 124 entries. (Author)

ED 110 878 CG 010 005
Reilly, David H.
Beyond The Test Score.
Pub Date Nov 74
Note—11p.; Paper presented at the Workshop on Assessing Culturally Different Black and Indian Students (Greensboro, North Carolina, November 14-16, 1974)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Counselor Certification, *Educational Principles, Elementary School Students, School Psychologists, Secondary School Students, Speeches, State of the Art Reviews, *Student Testing, *Teacher Education, *Testing Problems, *Test Interpretation
Two factors are responsible for the abuses in testing of children: emotional expectations and a misdirected educational training system. The former is most prevalent among those who are not thoroughly trained in testing and test interpretation, and should be responded to by maintaining strict certification standards. The second reason for abuses in testing, a misdirected educational training system, could be partially resolved by strengthening the competencies of educators in such areas as how to achieve a sense of self competence and identity, how to get along with others, how to work within and with a group without losing a sense of self, how to rear children, how to use leisure time, and how to decide on a vocation. Teachers should be trained for involvement in an educational enterprise that deals with values and people, not just academic matters. (Author)

ED 110 879 CG 010 006
Butler, Dodie And Others
Runaway House: A Youth-Run Service Project.
National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Child and Family Mental Health.; Special Approaches in Juvenile Assistance, Washington, D.C.
Report No—DHEW-ADM-74-44
Pub Date 74
Note—75p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Counseling Centers, Delinquency, Foster Homes, Guidance Counseling, Parent Child Relationship, *Program Descriptions, *Voluntary Agencies, *Youth, *Youth Agencies
Identifiers—*Runaway Youth
This booklet describes Special Approaches in Juvenile Assistance (SAJA), a nonprofit corporation that consists of: (1) the Runaway House, a temporary shelter and counseling program for people under the age of 18 who have run away from home; (2) two foster group homes in which the workers and young people share responsibility for cooking, cleaning and all decisions that relate to the house; (3) a Job-finding Cooperative that provides a free alternative to regular employment agencies; (4) a free school, and (5) several associated projects; including a farm, a people's law institute, housing co-op, etc. This booklet discusses the history, organization, funding, staffing, clientele, and services provided by SAJA. (RWP)

ED 110 880 95 CG 010 007
DeVries, David L. Mescon, Ida T.
Teams-Games-Tournament: An Effective Task and Reward Structure in the Elementary Grades. Center for Social Organization of Schools, Report Number 189.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jan 75
Contract—NE-C-00-3-0014
Note—39p.; For related document, see CG 010012
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Classroom Games, Classroom Techniques, *Educational Games, Elementary Education, English Curriculum, Games, *Language Arts, Research Projects, *Teaching Techniques, *Teamwork
Identifiers—*Teams Games Tournament, TGT
The research literature surrounding TGT, an instructional technique employing team competition, indicates that the technique facilitates social processes and academic achievement in the junior high school classroom. The present study extends the test of TGT by employing the technique in third grade classes, teaching basic language arts skills for a six-week period. Sixty students were randomly assigned to either a TGT or control condition. Students in the TGT condition were divided into leagues, and tournaments were organized around 22 simple instructional games, several of which were formed around each general curriculum objective. Post-treatment results indicate significant positive TGT effects on both the Hoyum-Sanders Elementary English Test and a treatment-specific test of language arts skills. TGT also appeared to increase cohesion among the students and decrease the number of social isolates in the classroom. No treatment effects were noted on several scales measuring student perceptions of the classroom. The results provide additional evidence of the usefulness of incorporating TGT into the classroom structure, even with young children. (Author)

ED 110 881 CG 010 008
Keeves, John P.
The Effects of the Conditions of Learning in the Schools on Educational Achievement.
Australian Council for Educational Research, Hawthorn.; International Association for the Evaluation of Educational Achievement, Hawthorn (Australia).
Report No—IEA(Australia)-R-74-2
Pub Date Jul 74
Note—27p.; Paper presented at the Annual Conference of the Australian Science Education Research Association (5th, Melbourne, Australia, May 18-20, 1974)
Available from—Lawrence Verry, Inc., Mystic, Connecticut 96355
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Academic Achievement, *Data Analysis, *Research Problems, *School Environment, Speeches
Identifiers—*Australia
This paper, presented at the Fifth Annual Conference of the Australian Science Education Research Association in 1974, discusses the various strategies for analyzing the data gathered to explore the effect of specific school variables on educational achievement. The discussion centers around the International Association for the Evaluation of Educational Achievement (IEA) strategy of analysis, the use of variance estimates, the use of variation estimates, and the treatment of compound variables. The author contends that none of the strategies is completely satisfactory and calls for further discussion and experimentation. (RWP)

ED 110 882 CG 010 009
Perkins, Barbara B.
Adolescent Birth Planning and Sexuality: Abstracts of the Literature 1974.
Consortium on Early Childbearing and Childrearing, Washington, D. C.
Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md.
Pub Date 74

Note—75p.
Available from—Consortium on Early Childbearing and Childrearing, Child Welfare League of America, Inc. 1145 19th Street, NW, Suite 618, Washington, D.C. 20036 (HC $6.25, Order number 010-0001)
Document Not Available from EDRS
Descriptors—Abortions, Annotated Bibliographies, *Contraception, *Laws, *Public Opinion, *Sexuality, *Teenagers, Unwed Mothers

This is an annotated bibliography on adolescent birth control and sexuality. Materials cited come from Index Medicus, Dissertation Abstracts, ERIC, Population Index, Psychological Abstracts, and Sociological Abstracts. The bibliography is divided into six sections by subject: (1) "Adolescent Contraception: Laws and Public Opinion;" (2) "Adolescent Contraception: Discussion;" (3) "Adolescent Contraception; Primary Prevention;" (5) "Adolescent Abortion;" and (6) "Adolescent Sexual Behavior and Sexuality." (RWP)

ED 110 883 CG 010 010
King, Paul T.
Research on Counselor Effectiveness.
Pub Date [8 Mar 75]
Note—10p.; Paper presented at the Annual Convention of the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Counseling Effectiveness, *Counselor Evaluation, Counselor Performance, *Evaluation Criteria, *Psychologists, *Research Methodology, Speeches

A limited study was conducted, asking counseling psychologists why they did not research the effectiveness of their counseling. The reasons given for failing to investigate effectiveness were: (1) methodological and criteria problems seemed unsolvable; (2) anxiety existed about discovering a lack of professional competence; (3) the intricacy of the therapy hour cannot be translated into specific criteria; (4) problems related to what type of individual does the ratings of counseling effectiveness; and (5) psychologists were unwilling to suffer the inconvenience of having to research their competence. Many felt it was an intrusion on their time, which could be better spent with clients. The over-used criteria which have uniformly failed to predict counselor effectiveness were discussed. The author suggested therapist-specific variables in interaction when client characteristics would be a profitable area for investigation. Some small amount of work has been done here. An increased use of long-range behavioral observation of the therapy interaction was suggested. (Author)

ED 110 884 CG 010 011
Hawley, Robert C. Hawley, Isabel L.
Human Values in the Classroom: A Handbook for Teachers.
Pub Date 15 Jun 75
Note—288p.
Available from—Hart Publishing Company, Inc., 15 West 4th Street, New York, New York 10012 ($8.95 in hardcover, $4.95 in paperback)
Document Not Available from EDRS
Descriptors—Books, Course Descriptions, *Curriculum Guides, Elementary Secondary Education, *Humanistic Education, Lesson Plans, *Personal Values, *Teacher Developed Materials, *Values

In this book, the authors set forth a humanistic approach to teaching and learning which focuses on the prime values of love, trust, cooperation, and tolerance. If the school is to prepare students for life, the authors maintain that teaching human values is tantamount to teaching survival skills. This book presents practical ways to create such opportunities. Included are scores of specific activities, procedures, and suggestions which have proven their worth in classroom use. (Author)

ED 110 885 95 CG 010 012
DeVries, David L. And Others
Teams-Games-Tournament in the Elementary Classroom: A Replication. Report No. 190.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—R-190
Pub Date Mar 75
Contract—NE-C-00-3-0114
Note—36p.; For related document, see CG 010 007
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Classroom Games, *Classroom Techniques, *Educational Games, Elementary Education, English Curriculum, *Language Arts, Research Projects, *Teaching Techniques
Identifiers—*Teams Games Tournament, TGT

The present study is a replication of the initial use of the Teams-Games-Tournament (TGT) technique in the primary grades. TGT is a classroom management technique in which (1) students are placed on four member teams; (2) the student teams compete in regularly scheduled tournaments; and (3) the tournaments are structured around instructional games. Fifty-four third grade students were randomly assigned to either a TGT or control condition. Both treatment groups were exposed to a six-week curriculum unit teaching language arts skills. The results indicate a positive TGT effect on language arts skills and on classroom social processes. This study provides important validation of the effectiveness of TGT in the primary grades. (Author)

ED 110 886 CG 010 013
Green, Kinsey B.
Family Life Education: Focus on Student Involvement.
Home Economics Education Association, Washington, D.C.
Pub Date 75
Note—50p.; Several pages may reproduce poorly
Available from—Home Economics Education Association/N.E.A., 1201 16th Street, N.W., Washington, D.C. 20036 (HC-$4.00)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Affective Objectives, Cognitive Objectives, Curriculum Guides, *Family Life Education, *Homemaking Education, *Parenthood Education, Secondary Education, *Student Participation, *Teaching Guides

This booklet presents many ideas for involving students in family life education programs. Designed primarily for use by family life educators, it includes such topics as the use of cognitive and affective objectives in family life education, organizing family studies content by generalizations, and focusing on the student as an active learner. It offers both philosophical background and concrete techniques for involving students in the curriculum. Selected references are appended to each section. (HMV)

ED 110 887 CG 010 014
Exemplary Programs: Office of Technological Transfer.
National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date Apr 75
Note—19p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Community Programs, *Correctional Rehabilitation, Crime, *Criminology, *Delinquency, *Legal Aid, Prevention, Program Descriptions
Identifiers—California (Sacramento), Iowa (Des Moines), Ohio (Columbus)

The Exemplary Projects Program of the U.S. Department of Justice's Law Enforcement Assistance Administration is a systematic method of identifying outstanding criminal justice programs throughout the country, verifying their achievements, and publicizing them widely. This brochure is part of an attempt to publicize three operations. The first is a community-based corrections program in Des Moines, Iowa. The second is a citizen dispute settlement program in Columbia, Ohio, and the third is a diversion program for juvenile status offenders in Sacramento, California. The reports provide considerable detail on operating methods, budget, staffing, training requirements, potential problem areas, and measures of effectiveness. (Author/HMV)

ED 110 888 CG 010 015
Bell, T. H.
Education--The Process of Becoming.
Pub Date 24 May 75
Note—9p.; Speech presented at the Commencement Exercises at Edinboro State College (Edinboro, Pennsylvania, May 24, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—College Graduates, *Educational Philosophy, *Foundations of Education, Higher Education, *Self Evaluation, Speeches

In addressing the graduating class of Edinboro State College, the U.S. Commissioner of Education asks the following 10 questions to determine if the students have really become educated: (1) Do they have a salable, specialized skill they can use to earn a good living? (2) Have they learned how to learn? (3) Do they have a thirst for knowledge and a hunger for learning? (4) Can they communicate? (5) Have they developed a clear set of standards and ideals to guide their life and daily living? (6) Have they learned how to disagree without being disagreeable? (7) Have they educated their feelings, their spirit, and their inner soul? (8) What is the state of their mental health? (9) Are they economically literate? (10) Do they know themselves? (Author)

ED 110 889 CG 010 016
Leeper, Harry C., Jr.
Self-Actualization and Grade Point Average Investigation of Statistical Correlations.
Report No—AD-A007-461
Pub Date Mar 75
Note—67p.; Master's Thesis, Naval Postgraduate School
Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (Order No. AD-A007-461, HC-$4.25, MF-$2.25)
Document Not Available from EDRS
Descriptors—*Academic Achievement, Behavior Development, *Behavior Rating Scales, *Grade Point Average, Masters Theses, Motivation, *Personality, Research Projects, *Self Actualization, Self Concept, Theories
Identifiers—*Shostrom POI

The purpose of this study is to examine the concept of self-actualization, with primary emphasis on the possible correlation to academic achievement exhibited by the students in the Information Systems (Telecommunications) curriculum at the Naval Postgraduate School. The author provides a summary of an extensive review of the literature on the concepts of "self" and "self-actualization." In addition, the results of scores obtained from the Shostrom POI, a personality inventory constructed to measure levels of self-actualization, are correlated to the grade point averages of the aforementioned students. (Author)

ED 110 890 CG 010 017
Jacobs, Saul H.
Alcohol Abuse and Alcoholism Prevention Model Learning Systems: Preliminary Designs. Final Report.
Sutherland Learning Associates, Inc., Los Angeles, Calif.
Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Report No—PB-239-296
Pub Date 16 May 74
Note—256p.
Available from—National Technical Information Services, 5285 Port Royal Road, Springfield, Virginia 22161 (Order No. PB-239-296, HC-$8.50, MF-$2.25)
Document Not Available from EDRS
Descriptors—*Alcohol Education, *Alcoholism, *Behavior Change, Elementary Secondary Education, Models, *Prevention, Program Descriptions, *Systems Approach

The final report on a project designed to develop a model learning system for alcohol abuse and alcoholism prevention contains format details of four specific programs. Each program is geared to obtain maximum success in reinforcing responsible behavior, to change learner behavior, and to insure effective implementation in a variety of institutional settings. The four target populations specified are: (1) students in medical schools, (2) students in registered nurse training institutions, (3) Federal Civil Service Employees, and (4) elementary school students. A detailed description of each of the programs includes a breakdown of program components and component modules, plus a list of objectives and success criteria for module outcome. A comprehensive plan for field testing the learning system is also presented. (Author)

ED 110 891 CG 010 018
Anderson, Alvin F.
An Analysis of Job Placement Patterns of Black and Non-Black Male and Female Undergraduates at the University of Virginia and Hampton Institute.
Report No—N75-15490

Pub Date 74
Note—125p.; Ed.D. Thesis, University of Virginia
Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (Order No. N75-15490, HC-$5.25, MF-$2.25)
Document Not Available from EDRS
Descriptors—Bias, College Attendance, Doctoral Theses, *Employment Opportunities, *Employment Patterns, Equal Opportunities (Jobs), Prediction, *Racial Factors, Research Projects, Sex Differences

Research questions were proposed to determine the relationship between independent variables (race, sex, and institution attended) and dependent variables (number of job offers received, salary received, and willingness to recommend source of employer contact). The control variables were academic major, grade point average, placement registration, nonemployment activity, employer, and source of employer contact. An analysis of the results revealed no statistical significance of the institution attended as a predictor of job offers or salary, although significant relationships were found between race and sex. (Author)

ED 110 892 CG 010 019
Dice, Nanette Mackey, Barbara
Education: Interest and Merit vs. Coercion and Dole; Curiosity vs. "Motivation."
Pub Date [Mar 75]
Note—17p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (52nd, Washington, D.C., March 22-24, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Continuous Learning, *Educational Philosophy, Educational Theories, Elementary Secondary Education, *Learning Theories, *Psychoeducational Processes, *School Environment, Speeches

The authors survey the lifelong process of education and focus on certain issues enhancing or inhibiting learning. They summarize their conclusions in the following six points: (1) at all age levels learning programs of varying kinds need to be developed to fit students of varying learning styles and teachers of varying teaching styles; (2) these programs should allow for observing, sampling, and debate between both faculty and students; (3) interaction between students and teachers of varying styles can develop respect for the human uniqueness of both; (4) broadened work-study programs and available low interest loans will further youth's transition to adulthood through financial independence; (5) broadened merit scholarships without regard to parents' financial status will encourage many students; and (6) learning as a life-long process focuses on identity, independence, social and personal intimacy as well as facts and skills. (Author)

ED 110 893 CG 010 020
Saba, Robert G.
The Effectiveness of Human Relations Training for Proctors in a Mastery Based Educational Psychology Course.
Pub Date [Mar 75]
Note—22p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Effective Teaching, *Human Relations, Individual Instruction, *Interpersonal Competence, Research Projects, *Sensitivity Training, *Skill Development

In order to investigate the effectiveness of human relations training for proctors, students of a mastery based educational psychology class were randomly assigned to be tutored by either a proctor who had received training in human relations skills or a proctor who had not. Results indicated that those tutored by the trained proctors showed significantly higher rates of learning and quality of learning. Rating scales indicated that these higher rates were due to the more empathetic and understanding behaviors of the trained proctors. Viewed as a pilot study, this research implies the need for further investigation into the proctor-student interaction component of personalized systems of instruction. (Author)

ED 110 894 CG 010 021
Centore, Antonio R.
Financial Aid Specialist in the Secondary School.
Pub Date Mar 75
Note—12p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Counseling, *Counseling Programs, *Counselor Functions, *Financial Needs, Program Descriptions, Pupil Personnel Workers, Secondary Education, *Student Loan Programs, Student Needs

An increasingly important function of high school counselors is advising students about financing their postsecondary education. With substantial increases in the amount of student financial aid funds available from the federal government, state aid programs, and local and other sources, the counselor's role has been significantly affected. This paper outlines several programs instituted at one high school in an effort to disseminate financial aid information to students. These programs include: (1) an early fall assembly for the entire senior class during which the financial aid counselor offers information on financial opportunities and the processes of seeking financial aid; (2) a college night during which a special session on financial aid procedures is conducted; (3) a financial aid workshop in which parents are assisted in the completion of the Parents' Confidential Statement; and (4) the distribution of a 60-page handbook detailing scholarship and loan programs to students seeking a variety of postsecondary options. (Author/HMV)

ED 110 895 CG 010 022
McCance, Louise And Others
Developing Individualized Counseling.
Pub Date Mar 75
Note—19p.; Papers presented at the Annual Meeting of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Counseling, *Course Organization, Educational Accountability, Elementary Secondary Education, *Guidance Objectives, *Guidance Programs, *Program Development, Program Guides, Pupil Personnel Services, Workshops

This document contains four separate presentations which comprised a workshop at the APGA Convention, 1975. The workshop was designed to help guidance counselors set up a successful guidance unit, and each presentation examines a particular component of the unit. Hence, the first paper deals with problems encountered by guidance personnel in writing usable performance objectives. The second presentation is concerned with identifying measurement strategies and instruments for assessing student outcomes. The third paper discusses selecting and organizing instructional materials or counseling strategies, and the final article deals with designing a format for the guidance unit. Ideas presented are practical and adaptable. (Author/HMV)

ED 110 896 95 CG 010 023
Brown, Jeannette A. Kameen, Marilyn C.
Changing Teacher Competence Perceptions by Focused Video-Tape Feedback.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 26 Mar 75
Note—19p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Behavior Change, *Classroom Observation Techniques, *Effective Teaching, Feedback, Inservice Teacher Education, Instructional Films, Peer Groups, *Protocol Materials, Research Projects, *Teacher Behavior, *Video Tape Recordings
Identifiers—*Professional Competence Peer Opinionnaire

The study provided teachers with systematic opportunities to: (1) be videotaped in their classrooms; (2) privately view their tapes and receive verbal and written critiques of their positive classroom behaviors; (3) share exemplary segments of their tapes in regularly scheduled teacher inservice group meetings; and (4) view and critique, in the group meetings, the tapes of other teachers. Teachers' professional competence perceptions were defined as the amount of information known and the degree of professional competence accorded to faculty colleagues, as measured by changes in teachers' scores on the Professional Competence Peer Opinionnaire (PC-PO). Significant gains were observed in the amount of information known about the professional competence of the faculty colleagues and in the degree of professional competence accorded to faculty colleagues at the conclusion of the study. The study concluded that teachers are interested in enlarging their effective teaching behavior repertoires. Further, when teachers have opportunitites to observe and adopt productive techniques utilized by their colleagues, the professional competence they ascribe to their colleagues and the amount of information they have concerning the professional competence of their colleagues will be increased. Focused videotape feedback teacher inservice training is believed to provide such opportunities. (Author)

ED 110 897 CG 010 024
Morgan, James I.
Licensing of Psychologists and Counselors in Florida: An Opinion and Recommendations.
Pub Date Nov 74
Note—14p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Certification, *Counselor Certification, *Counselors, Professional Personnel, *Psychologists, Special Degree Programs, *State Licensing Boards, State of the Art Reviews
Identifiers—*Florida

This paper discusses the Psychological Licensing Act in Florida as it relates to doctoral level counselors with degrees of a "psychological nature," as opposed to degrees with a "major in psychology." By implication, it addresses problems of licensure of professionals in many states who identify themselves as counseling psychologists and whose degrees are awarded by non-APA approved programs in colleges of education. This paper should be of special interest to counselors in private practice who do not currently enjoy licensing as counselors or as psychologists. Specific recommendations for licensing of psychologists, counselors, clinical social workers, and marriage and family counselors under a revised Florida statute are made. (Author)

ED 110 898 CG 010 025
Hirsch, Steven R.
Student Participation in Student Health and Counseling Center Policy from "New Dimensions in Student Health and Counseling Services: Ecological Feedback." Synopsis of Remarks.
Pub Date 31 Mar 75
Note—7p.; Paper presented at the Annual Conference of the National Association of Student Personnel Administrators (57th, San Francisco, California, March 30-April 2, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—College Students, *Health Services, Higher Education, Program Descriptions, *School Health Services, Speeches, *Student College Relationship, Student Needs, *Student Participation, Student Personnel Services

A college senior at the University of Southern California describes the innovation of a Student Health Advisory Committee at USC in accordance with the belief that, since the campus Health Center is student supported, students are entitled to have a direct input into the policies, organization and services offered. This committee is composed of an executive committee which includes the officers of the Advisory Committee, a fixed number of staff members and student members. Students are in the voting majority. Several of the changes instituted by this committee include: (1) installation of individual cubicles where a student may privately discuss a health problem; (2) initiation of a self-help cold clinic; (3) establishment of a pharmacy within the Student Health Center; (4) provision for free legal advice regarding health-related matters; and (5) implementation of various research projects. The Committee has also devised a system by which students and staff may participate in staff selection. (Author/HMV)

ED 110 899 CG 010 026
Beeler, Kent D.
Mini-U: A Novel Approach to Professional Staff Development in Student Affairs.
Eastern Michigan Univ., Ypsilanti. Div. of Student Affairs.
Pub Date Mar 75

Note—6p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Course Descriptions, Higher Education, *Inservice Education, *Inservice Programs, *Professional Education, Program Descriptions, Staff Improvement, *Student Personnel Workers
Identifiers—Eastern Michigan University, *Mini University
This brochure describes the novel professional staff development model used by the Division of Student Affairs (DSA) at Eastern Michigan University. The inservice training model revolved around the design and implementation of a Mini-University format for the 76 staff professionals and six graduate assistants within the DSA. Basically, the "Mini-U" consists of a combination of the concepts of the Free University model and a mini-course, in that it consists of an effort to accomplish rather specific instructional objectives with a small group of learners in a brief time period. Eleven non-tuition Mini-U courses were generated in the early fall, seven of which met minimum enrollment requirements. Course descriptions and implementation efforts are included in this brochure. (Author/HMV)

ED 110 900 CG 010 027
Ault, Bernadine
Guidance Services for the Developmentally Disabled: A Model for Schools.
Pub Date [75]
Note—5p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Counseling, *Counselor Role, Developmental Psychology, Elementary Secondary Education, *Guidance Services, *Handicapped Students, Models, *Physically Handicapped, *School Community Cooperation
This paper briefly elaborates on two major points of a school model for implementing guidance services for the developmentally disabled. (1) Methodology and Techniques--While it is not necessary to abandon the basic techniques which are effective with any other group of individuals, there is likely to be a different emphasis upon the basic techniques and methodology because of the type of person whose behavior and attitudes it is desirable to change. Group counseling and guidance, individual counseling, play therapy, psychodrama, may each be useful in assisting and guiding disabled individuals. (2) Specific Services and Resources--Guidance services to the developmentally disabled should provide for the full range of individual needs including personal, social, educational, and vocational aspects. These services may be provided by the total educational staff including teachers, administration, supportive services, students, parents, and community and statewide resources. Guidance services should be extended also to parents of the developmentally disabled. It is imperative that the school counselor establish a positive working relationship with educational staff, parents, and community resources, as well as know all about the various resources which are available in his community and on a statewide basis. (Author/CJ)

ED 110 901 CG 010 028
Skovholt, Thomas
Psychological Education: An Overview of Issues.
Pub Date Mar 75
Note—23p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975); Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—*Educational Philosophy, *Foundations of Education, Historical Reviews, *Humanistic Education, *Psychoeducational Processes, Speeches, State of the Art Reviews, *Theories
Deliberate Psychological Education is an emerging method for delivering psychological services. The focus is educational and preventive and the aim is to increase personal learning and psychological competence via educational experiences that integrate intellectual, conceptual knowledge with affective, personal knowledge. A number of psychological education issues are covered in this review. They are (a) an explanation for the emergence of psychological education at this time; (b) historical parallels in education, psychology and religion to deliberate psychological education; (c) the quest for a proper and substantial foundation for psychological education; (d) the politics of implementing and maintaining psychological education; (e) territoriality and the "bad news" concerning psychological education. (Author)

ED 110 902 CG 010 029
Sutton, Thomas L.
Air Force Academy Candidate Counseling in the Seventies. Air Command and Staff College Research Study, Report Number 2650-74.
Air Command and Staff Coll., Maxwell AFB, Ala.
Report No—R-2650-74
Pub Date May 74
Note—96p.; For related document, see CG 010 030
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Admission Criteria, Armed Forces, *Counseling Programs, Military Air Facilities, *Military Personnel, Officer Personnel, *Recruitment, Research Projects, *Selection
Identifiers—*Air Force Academy
The number of qualified candidates from which the United States Air Force Academy selects its new cadets each year has decreased to the point where, in the future, every qualified candidate may have to be selected. In addition, the number of cadets dropping out of the Academy program is at an all time high. This study considers the entire candidate counseling program as it now stands and compares it with proven techniques of professional counseling and recruiting. It is concluded that the present candidate counseling program needs major revision. Several specific recommendations are made which could aid the counseling program in meeting its objectives in the future. (Author)

ED 110 903 CG 010 030
Bingham, Charles D.
An Integrated Base Level Counseling Program. Air Command and Staff College Research Study, Report Number 0285-74.
Air Command and Staff Coll., Maxwell AFB, Ala.
Report No—R-0285-74
Pub Date May 74
Note—80p.; For related document, see CG 010 029
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Armed Forces, *Counseling Effectiveness, Counseling Programs, *Counseling Services, Human Relations, *Integrated Activities, Military Organizations, *Organizational Change, State of the Art Reviews
Identifiers—*Air Force
The Air Force has maintained an increasing awareness of the basic principles of personnel counseling and human relations. However, it does not have a basic integrated counseling program at base level. This study addresses five base level activities whose dominant mission involves counseling. These activities are: the Education Services Office, Transition Unit, CIAC Unit, Personal Affairs Section, and Social Actions Office. Each of these activities provides an independent counseling service. Under the current organization, there is no centralized control to induce cooperation and provide a unity of purpose for the base-wide counseling effort. This study proposes a reorganization of the five activities that would remove redundancies and provide an integrated counseling program. The proposed program would have a central focus dedicated to serving the individual and the Air Force. (Author)

ED 110 904 CG 010 031
Auteri, Rose Mary P.
Career Awareness: One Means for Meeting the Changing Role of Education. Maxi II [Practicum.]
Pub Date 8 May 75
Note—318p.; Ed.D. Thesis, Nova University; Best copy available, portions of the appendices are marginally legible; due to copyright, the contents of Appendix D have been removed; they have not been included in the pagination
EDRS Price MF-$0.76 HC-$15.86 Plus Postage
Descriptors—Career Awareness, *Career Education, Creative Thinking, *Curriculum Guides, Elementary Education, Occupational Guidance, Practicums, *Problem Solving, Program Descriptions, Research Projects, Sex Differences, *Skill Development, *Vocational Development
Identifiers—Torrance Tests of Creative Thinking
This practicum was designed to improve creative problem-solving skills in children through the use of career concepts. Although the full program was developed for youngsters in grade three through six, this project exposed fifth and sixth graders at the Northside School, Levittown, New York to the Career Awareness Program for a period of weeks. This Program was infused into the present curriculum. An investigation was then conducted to determine the extent to which these classrooms had made gains in the skills of creative problem-solving, compared to those in the control group. The data shows that the gain scores for the experimental students were significantly better than those for the control students in three of the four scales of the Torrance Tests of Creative Thinking (Fluency, Flexibility, and Elaboration). In the elaboration scale (which is identified in this study as the scale most closely related to creative problem-solving), gain scores for females were significantly higher than those for males. The complete curriculum guide for grades three through six is appended. Objectives and lesson plans are color coded for each grade level. (Author/CJ)

ED 110 905 CG 010 032
Byrne, Anne And Others
Career Education: Grades 3, 4, 5, 6.
Levittown Union Free School District 5, N.Y.
Pub Date 74
Note—152p.; Not available separately, see CG 010 031
Document Not Available from EDRS
Descriptors—Career Awareness, *Career Education, Course Descriptions, Creative Thinking, *Curriculum Guides, Elementary Education, *Instructional Materials, *Lesson Plans, Objectives, *Problem Solving
This curriculum guide was designed to improve creative problem-solving skills in children through the use of career concepts. It was the basis of the Career Awareness Program for fifth and sixth graders at a N.Y. elementary school. The concepts may be presented in sequence or integrated into existing programs and disciplines. Each worksheet includes an objective for that particular grade level, and related activities. The guide is color coded and contains lesson plans for grades three, four, five and six. (Author/HMV)

ED 110 906 CG 010 033
Student Financial Assistance (Index to Parts 1-9). Index of Hearings before the Special Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-Third Congress, First and Second Sessions. Part 10.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date 75
Note—47p.; For related documents, see ED 099 081 (Part 1), ED 103 757 (Part 2), ED 103 785 (Parts 3-7), CG 010 092 (Part 8), and HE 006 473 (Part 9)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Educational Finance, *Financial Support, *Government Publications, Higher Education, *Indexes (Locators), *Postsecondary Education, Reference Materials, *Student Costs
This index reflects the nature and scope of the Student Financial Assistance hearings, begun in October 1973 by the House of Representatives Subcommittee on Postsecondary Education, and completed in July 1974. The hearings were devoted to specific topics in postsecondary education which were addressed by a variety of witnesses from within and without the educational community. Topics covered in the hearings were Theory and Practice of Need Analysis, Work Programs, Student Loan Programs, Graduate Programs, State Programs, Grants and Institutional Aid. Full texts of the hearings are contained in separate publications (see related documents). (Author)

ED 110 907 CG 010 034
Zonana, Katharine Bagby
Developmental Differences in the Evaluation of Ability and Effort.
Pub Date Apr 74
Note—11p.; Paper presented at the Annual Convention of the Western Psychological Association (54th, San Francisco, California, April 25-28, 1974)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Academic Achievement, *Age Differences, Analysis of Variance, *Behavior Development, *Developmental Tasks, Elementary Education, Elementary School Students, Kindergarten, Peer Groups, Research Projects, Speeches, *Student Attitudes, Student Evaluation

Children judged the ability and effort of peers whose test performance varied across two dimensions: number of problems attempted and percentage correct. There was a developmental progression in the children's evaluative approach. Younger children used only one cue, number correct, to evaluate both ability and effort. Older children used both cues and made significantly more negative ability and effort evaluations. (Author)

ED 110 908 CG 010 035

Educators-in-Industry; Career Guidance Programs Handbook.

General Electric Co., Fairfield, Conn. Corporate Educational Relations Operation.

Report No—ER-100(IM)-10/74

Pub Date Oct 74

Note—29p.; Materials presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Counselor Training, *Industry, *Inservice Programs, *Occupational Guidance, Program Descriptions, Program Development, Resource Materials, School Industry Relationship, Secondary Education, *Vocational Counseling, Young Adults

Identifiers—*General Electric

Unemployment of those aged 16 to 23 is due largely to inadequate job preparation. Most educators have little exposure to the world of work outside of education, and may unknowingly provide incorrect, restrictive or out-of-date information to students. This Educators-in-Industry Handbook is designed to provide G.E. plant representatives with guidelines to develop and implement local programs to provide educators--especially guidance counselors--with first-hand industrial experiences. The Handbook should be utilized as a source from which a local program might be adapted to meet the needs and constraints peculiar to a particular location. It discusses the background of, and need for, local programs developed and implemented at G.E. facilities. It provides guidelines to initiate, conduct and follow-up a program. It also provides examples of application and evaluation forms, program schedules, and budget items useful in designing and administering a local program. (Author/HMV)

ED 110 909 CG 010 037

Swenson, Leland C.

The Effects of Reinforcing Self-Charting of Course Progress on Course Work Productivity in College Courses.

Pub Date Apr 74

Note—15p.; Paper presented at the Annual Convention of the Western Psychological Association (54th, San Francisco, California, April 25-28, 1974)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Academic Achievement, *College Instruction, *Contingency Management, Feedback, Higher Education, Instructional Innovation, *Pacing, Program Descriptions, Self Evaluation, Speeches, Student Evaluation, *Student Motivation, *Teaching Techniques

Identifiers—Personalized System of Instruction, PSI

While the Personalized System of Instruction introduced by Keller individualizes the college classroom, it may be impractical when time is limited by administrative rules, without modification. Having students pace themselves within a fixed academic time period usually leads to procrastination and cramming at the end of the semester/quarter. The present system attempted to correct the problem of cramming by providing students enrolled in a course in physiological psychology with "self-charting forms" to permit precise feedback early in the semester. It was found that emphasizing the use of the forms increased their effectiveness and adding point contingencies increased the effect still more. Sections of the course (which combined modified Keller elements with a point-token system and a lecture-discussion classroom format) exposed to the contingencies did more early work in both qualitatively graded and ungraded categories, crammed less, and did better during chart-submission contingency intervals on instructor-paced, graded, objective exams. Student responses to course/instructor-evaluation forms were slightly superior as a result of the treatment. The system is simple to use. (Author)

ED 110 910 CG 010 038

Gilsdorf, Dale L.

Minority Counselors: Are They Really Needed?

Pub Date [75]

Note—15p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Counselors, *Counselor Selection, *Ethnic Groups, Junior Colleges, Minority Groups, *Racial Differences, Research Projects, Speeches, *Student Attitudes

To determine if male junior college students differed in counselor preference by ethnicity and type of problem a stratified random sample of 60 students was drawn: 20 Mexican Americans, 20 Blacks, and 20 Whites. Subjects who were presented with validated counselor photographs representing the three ethnicities then assumed both administrative and personal problem situations and made counselor selections. Significant differences were found in student preference for Mexican American, Black, and White counselors for both problem situations. When provided a choice Mexican American, Black, and White students tended to prefer a counselor of their same ethnicity. In general, students also wanted to speak with a counselor of their same ethnicity more for the personal than the administrative problem situations. The results clearly support the view that counselor ethnicity is perceived by students as a significant variable in counselor selection. (Author)

ED 110 911 CG 010 040

Galloway, John P. Goldstein, Harris K.

Some Influences of Family Group Therapy on the Rehabilitation Potential of Clients. A Delgado Research Study. Final Report.

Delgado Coll., New Orleans, La.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date 71

Note—117p.; Project Number 12-P-55223/6

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors—*Behavior Change, *Change Agents, Comparative Analysis, *Family Counseling, Family Influence, Group Therapy, *Handicapped, Rehabilitation Centers, Research Projects, Social Adjustment, *Vocational Rehabilitation

Identifiers—Louisiana (New Orleans)

The Delgado Rehabilitation Center, New Orleans, Louisiana, conducted this study to determine the influence of family therapy on clients receiving rehabilitation services at the Center. An experimental group of randomly selected relatives of 33 clients received group therapy while 39 other randomly selected relatives served as controls. Criteria variables used to evaluate the influence of group therapy were of two types: (1) those measuring the client's rehabilitation potential through evaluation of personal, social, educational and vocational factors; and (2) those reflecting the client's adjustment and vocational success a year after leaving the Center. Client changes among the experimental group were significantly higher for a number of personal and vocational objectives, while no significant changes were evidenced by the control group. (SJL)

ED 110 912 CG 010 041

Herbert, David J., Ed. And Others

Counseling Supervision. Perspectives on Counseling, Volume 4, Number 1.

New Hampshire Univ., Durham. Counselor Education Program.

Pub Date 74

Note—71p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—College Supervisors, Counseling, Counselor Evaluation, *Counselor Training, *Graduate Students, Literature Reviews, Periodicals, *Practicum Supervision, *Student Developed Materials, *Supervision, Video Tape Recordings

This "occasional journal" contains a collection of articles regarding the supervision of student counselors, written from the viewpoint of both students and supervisors. The articles, written by graduate students, focus on such topics as the student's emotional reaction to supervision, the use of videotapes in counselor education and supervision, the need for a continuity between the classroom and the field, and finally a review of the literature. (HMV)

ED 110 913 CG 010 042

Management of Conflict; Implications for Community Relations and for the World of Work. Proceedings of the Fifteenth Annual Research Conference in Industrial Relations, March 13, 1973.

California Univ., Los Angeles. Inst. of Industrial Relations.

Pub Date 74

Note—94p.; Proceedings of the Annual Research Conference in Industrial Relations (15th, Los Angeles, California, March 13, 1973)

Available from—Institute of Industrial Relations, University of California, Los Angeles, California 90024 (HC $2.00)

Document Not Available from EDRS

Descriptors—*Aggression, Community Relations, Conference Reports, *Conflict, *Conflict Resolution, *Industrial Relations, Interpersonal Relationship, Management, Problem Solving, *School Community Relationship, Working Women

These conference proceedings carry as their major theme the inevitability of conflict. With the emphasis on accepting this as a fact of life, the problem is posed in terms of how to manage conflict constructively: how to use it and grow, and learn from it instead of avoiding it. Conflict is discussed with regard to the following: (1) public schools and community relations; (2) labor-management relations; (3) women and the world of work; and (4) management and the world of work. (RWP)

ED 110 914 CG 010 169

Ellis, Stephen H. And Others

A Study of Career Centers in the State of California. Final Report.

Grossmont Union High School District, Calif.

Spons Agency—California State Dept. of Education, Sacramento.

Pub Date 30 Jun 75

Note—181p.

EDRS Price MF-$0.76 HC-$9.51 Plus Postage

Descriptors—*Career Planning, *Guidance Centers, Guidance Services, Occupational Guidance, *Pupil Personnel Services, Research Projects, Secondary Education, Vocational Counseling

This study addresses itself to these topics: (1) the current state of the art in California Career Centers, (2) those materials and programs which students are finding most helpful, (3) the effect the Career Centers are actually having on students who use them, and (4) the effectiveness of Career Centers in providing career guidance services to students. To explore these concerns, the study has four major objectives: (1) to describe the staff composition, facilities, materials and equipment, programs, and priorities of existing Career Centers; (2) to determine, from the students' point of view, the effectiveness of Career Center materials, etc.; (3) to determine the effectiveness of Career Centers on students who use them; and (4) to provide this final report which synthesizes the findings and makes recommendations. (Author)

ED 110 915 CG 010 182

Educational Opportunity Centers. Education Briefing Paper. A Media Service of the U.S. Office of Education.

Office of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Note—6p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Disadvantaged Youth, *Educational Counseling, Federal Programs, Financial Support, Higher Education, Postsecondary Education, *Program Descriptions, Secondary Education, *Supplementary Educational Centers, *Vocational Counseling

Identifiers—*Educational Opportunity Centers

This briefing paper describes a new U.S. Office of Education program--the Educational Opportunity Center (EOC). The services available through this program include professional coun-

seling, information on student financial aid and advice on academic and career possibilities. Authorized under the Educational Amendments of 1972, the Educational Opportunity Centers focus educational services upon certain geographical areas that have major concentrations of low-income or disadvantaged persons. The Centers coordinate a variety of available educational resources in one place, making it possible to help a larger number of persons. The report lists the 12 Centers, describes who can benefit from the facilities and services, and delineates the services provided at three of the Centers. (Author)

CS

ED 110 916 95 CS 001 798
Koehler, John, Jr.
Training on the Structural-Functional Relationships of Spelling-To-Sound Correspondences in the Mod 2 Reading Program.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—SWRL-TN-2-71-42
Pub Date 71
Note—10p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Decoding (Reading), *Graphemes, Primary Education, Pronunciation, *Reading Programs, Spelling, Teaching Methods
Identifiers—Model 2 Reading Programs
The linear sequencing of correspondence rules in the Mod 2 reading programs creates problems for rule instruction and the efficient application of the rules during word decoding. Training forms are suggested for overriding possible interference brought on by isolating the alternative pronunciations of graphemes. Learning to classify major rule dimensions and to scan the classification structure efficiently are proposed to improve retrieval of rule information during word decoding. (Author)

ED 110 917 CS 001 941
Bourne Coordinated Total Reading Program.
Bourne Union 10 School District, Mass.
Pub Date Sep 73
Note—454p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Developmental Reading, *Effective Teaching, Elementary Secondary Education, *Individualized Reading, *Program Descriptions, Reading Improvement, *Reading Instruction, *Reading Programs, Tutoring
Identifiers—*Effective Reading Programs, Right to Read
This program, included in "Effective Reading Programs...," serves 1728 students in kindergarten through grade six and 429 students in grades seven through twelve. Most of the students are white, live in a small town, and are from middle-income families. The program began in 1961 and provides detailed guidelines for each grade level on screening instruments, techniques, and scheduling. Usually, a reading specialist diagnoses the student's ability and current reading competence. The reading specialist then recommends that the classroom teacher individualize the student's reading program. The specialist provides appropriate materials and suggests teaching methods geared to the individual's specific reading problem. Often an aide or volunteer tutor works with individual students to improve reading skills. Since several different approaches to instruction are used in the district, the student may be placed in a basal text classroom, a structured phonics classroom, or another type of classroom which meets the individual's needs. If the problem remains, the student is assigned to remedial classes of no more than three students. If the problems are multiple and severely handicapping, the student is placed in a special classroom. (RB/AIR)

ED 110 918 CS 001 942
74 Futureprint: Reading in a Supportive Environment.
Ontario-Montclair School District, Ontario, Calif.
Pub Date 75
Note—31p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Effective Teaching, Individualized Instruction, Junior High Schools, *Program Descriptions, *Reading Improvement, *Reading Instruction, *Reading Programs, Reading Skills, Secondary Education
Identifiers—*Effective Reading Programs, Right to Read
This program, included in "Effective Reading Programs...," serves 360 predominantly Spanish-speaking students from middle-income families living in a small city. The program was begun in 1973. The program strives to meet the reading needs of all students, to provide for growth in their reading achievement, and to improve their self-concepts; it operates in two-year cycles, providing reading instruction for all students at the seventh-grade level and following them through the eighth grade. In the relaxed environment of a reading center, students receive reading instruction that is individualized, sequential, and continuous. All English classes are scheduled into the reading center on a rotational basis for 3-week periods of instruction, for a total of 18 weeks during the year. After giving diagnostic tests, reading center teachers write a prescription for each student, recommending reading activities for the student's particular needs and interests. A contract, or 3-week study plan, is drawn up by the teacher and student, generally outlining two or more lessons per day plus independent reading. At the end of the cycle, a new group of seventh-grade students is served. (AIR/RB)

ED 110 919 CS 001 945
Kuperberg, Ann
Some Relationships Between Listening Comprehension and Rate of Presentation.
Pub Date Jun 75
Note—116p.; M.Ed. Thesis, Rutgers The State University of New Jersey
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—Elementary Education, Elementary School Students, Grade 6, *Listening Comprehension, Reading Ability, *Reading Comprehension, Reading Research, Reading Skills, *Reading Speed, *Speech Compression
This study was conducted to determine the relationship between listening comprehension and rate of presentation using meaningful prose materials. A total of 103 students from a suburban sixth-grade class in a central New Jersey school district participated in the study. To determine reading comprehension levels, the students were administered the comprehension subtest of the Gates-MacGinitie Reading Test, Survey D. It was concluded that as the rate of presentation increased, comprehension decreased among sixth-graders. Furthermore, above-average readers tend to comprehend listening material better than other readers. (Author/RB)

ED 110 920 95 CS 001 953
Verna, Gary
Response Learning, Mediation and Intersensory Integration: An Annotated Bibliography.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—SWRL-TN-2-71-1
Pub Date 71
Note—45p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Annotated Bibliographies, *Cognitive Processes, Memory, Paired Associate Learning, Reading Processes, *Reading Research, *Reading Skills, Recall (Psychological), *Word Recognition
One hundred six recent articles are abstracted that are relevant to research carried on in the Word Identification activity. The articles cover investigations on intersensory integration, response mediation, and facets of response learning. (Author)

ED 110 921 CS 001 984
Boyce, Max William
Some Difficulties in Using Cloze Procedures to Assess Readability.
Pub Date Apr 74
Note—138p.; M.Ed. Thesis, University of Melbourne
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—*Cloze Procedure, Elementary Education, Grade 6, *Independent Reading, Instructional Materials, Measurement Instruments, *Readability, Reading Research, *Reading Skills, *Test Construction, Testing
This thesis explores some difficulties associated with the use of the cloze procedure, particularly in relation to the interpretation of an individual's score on a cloze test. Cloze tests were administered to 112 grade-six children in four schools. The results indicated that for the children in this study the easiest words to replace were those that are one syllable long, or articles, or conjunctions, or prepositions, or pronouns. It is suggested that there is likely to be considerable overlap between the expected scores for the independent and instructional reading levels. Some of the limitations of the study are discussed. (Author)

ED 110 922 CS 002 051
Baer, Fredrica Biedermann
A Comparison of the Effects of Two Methods on the Reading Vocabulary, Comprehension, Accuracy and Rate of Selected Students at the George Washington University.
Pub Date 74
Note—115p.; Ed.D. Dissertation, The George Washington University
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-12,606, MFilm-$5.00, Xerography-$11.00)
Document Not Available from EDRS
Descriptors—College Instruction, *Developmental Reading, Doctoral Theses, Factual Reading, Higher Education, *Reading Achievement, Reading Comprehension, *Reading Instruction, Reading Programs, *Reading Research, Reading Speed, Teaching Methods, *Vocabulary
The major purpose of this investigation was to determine the relative efficacy of two methods of teaching reading in a college learning-improvement project. Seventy students from undergraduate psychology classes were divided into two instructional groups and one control group. It was hypothesized that subjects receiving modified paperback scanning instruction would score significantly higher on reading vocabulary, comprehension, accuracy, and rate tests than subjects receiving vocabulary expansion instruction. The results of this study showed that in regard to reading accuracy after compensation for initial differences in verbal ability, the modified paperback scanning method was superior to the vocabulary expansion method. In regard to reading vocabulary, comprehension, and rate, the hypothesized superiority of the modified paperback scanning method over the vocabulary expansion method did not materialize. Recommendations for further research are as follows: increase the number of instructional sessions, determine the point at which a significant loss in reading accuracy occurs, and study within-individual changes in reading achievement. (Author/MKM)

ED 110 923 CS 002 052
Borovetz, Frank Charles, Jr.
The Relationship Between Sixth Grade Students' Perceptions of Their Teachers' Feelings Toward Them and Reading Achievement.
Pub Date 75
Note—124p.; Ed.D. Dissertation, The University of Tulsa
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-12,825, MFilm-$5.00, Xerography-$11.00)
Document Not Available from EDRS
Descriptors—Doctoral Theses, *Educational Research, Elementary Education, Grade 6, Reading Ability, *Reading Achievement, Reading Skills, *Student Attitudes, *Student Teacher Relationship, *Teacher Attitudes
This doctoral dissertation examines students' perceptions of their teachers' feelings toward them and possible relationships that exist between perceptions and reading achievement. In addition, the study sought to determine if differences in positive feelings exist among Caucasian, Negro, and Indian students; between Title I and non-Title I students; and between male and female students. Five hundred twenty-one subjects comprised the sample for this study. It was concluded that when students had positive perceptions of their teachers' feelings toward them, reading achievement scores were higher than when negative feelings were perceived; when differences between individual questions on the "Feeling Tone Questionnaire" existed, this indicated lower

reading achievement; and the rank order of students' positive perceptions of their teachers' feelings toward them were: Caucasians, Negroes, Indians; non-Title I students, Title I students; females, males. Recommendations for further research are included. (Author/RB)

ED 110 924 CS 002 054
McQuagge, Daniel Temple
A Study of the Effects of Three Prepared Reading Readiness Activities on Seventh Graders' Competency in the Use of Content Area Reading Skills in Literature.
Pub Date 74
Note—137p.; Ph.D. Dissertation, The Florida State University
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-12,658, MFilm-$5.00, Xerography-$11.00)
Document Not Available from EDRS
Descriptors—*Class Activities, *Content Reading, Doctoral Theses, Elementary Secondary Education, Grade 7, Language Arts, *Literature, Reading Improvement, *Reading Readiness, Reading Research, *Reading Skills, Teaching Methods
This study was designed to determine statistically whether the prolonged use of three prepared reading readiness activities has any influence on seventh-grade students' abilities to read unfamiliar literature; which of the readiness activities is most influential on students' abilities; and whether or not longevity of such influence exists. The study involved four treatment groups of 25 students each, and consisted of two parts extended over 49 school days of treatment were followed by a posttest to measure immediate use of reading skills, and 23 days of waiting were followed by a post-wait-test to measure retained use of readiness skills. Since significance was not found to exist between any of the experimental treatment groups and the control group, no statistical determination can be made as to the effect of prepared reading readiness activities on students' competency to use content area reading skills in reading unfamiliar literature. In effect, students exposed to prepared reading readiness activities are not necessarily better able to read unfamiliar literature than are students not exposed to such prepared activities. Thus, the effect of readiness in the study cannot be determined statistically. (Author/RB)

ED 110 925 CS 002 068
Clark, Richard M.
A Study of Teacher Behavior and Attitudes in Elementary Schools with High and Low Pupil Achievement.
Pub Date Apr 75
Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Academic Achievement, *Behavior Patterns, Educational Research, *Effective Teaching, Elementary Education, *Teacher Attitudes, *Teacher Behavior, Teacher Role
Seven schools in which pupil achievement was high were matched with seven schools in which pupil achievement was low. Nine teachers were selected for observation in each school; teachers filled out questionnaires, and principals were interviewed. Significant differences in favor of schools with high pupil achievement were found in teacher expectations for pupils, in teacher attitudes toward pupils, in the use of positive reinforcement, in the cognitive load of materials presented, and in a number of related variables. Principals in schools with high pupil achievement generally saw their teachers as more competent. Implications of these findings for further work on variables of teacher behavior are discussed. (Author)

ED 110 926 CS 002 070
Schroeder, Emma Gene
Directed Studies Reading Program.
Wharton County Junior Coll., Tex.
Pub Date 75
Note—78p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Effective Teaching, Individualized Instruction, Junior Colleges, Performance Contracts, Program Descriptions, *Reading Improvement, *Reading Instruction, *Reading Programs, Reading Skills, *Remedial Instruction
Identifiers—*Effective Reading Programs, Right to Read
This program, included in "Effective Reading Programs...," serves from 10 to 40 junior college students each semester. The students come from several ethnic groups and are from low-income families in a small rural town. They represent various age groups, including adults returning to school after years of absence. Begun in 1971, the program consists of a series of individualized laboratory reading courses offered for credit by Wharton County (Texas) Junior College. The program is designed to assist the student in becoming a better reader by supplementing regular reading classes. Four semester-length courses focus successively on word attack skills, vocabulary development, and comprehension; critical reading and newspaper reading skills; various other study skills; increasing speed and comprehension; and skimming and scanning and further work in critical reading skills. Each student takes a diagnostic exam and has an individualized reading program prepared by the reading specialist based on the results of the exam. The student then enters into a contract with the reading instructor, who establishes the guidelines for student objectives and responsibilities. (AIR/RB)

ED 110 927 95 CS 002 071
Cronnell, Bruce
Components of a Mod 3 Lexicon.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—SWRL-TN-2-71-06
Pub Date Jun 71
Note—11p.; See related documents CS 002 072-074
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Child Language, *Communication Skills, Content Analysis, *Dictionaries, Elementary Education, Kindergarten Children, Language Skills, Language Usage, Program Content, Program Development, *Reading Programs, *Word Lists
Identifiers—*Model 3 Communication Skills Program
On overview of the Model 3 Communication Skills lexicon, consisting of three lists of words, developed by the Southwest Regional Laboratory (SWRL) for use in communication skills instruction in K-6 is presented in this document. Three components (described in three other documents) of the Model 3 communication skills lexicon are defined. The entry lexicon is the set of words known by children entering kindergarten, the general lexicon is the set of words learned in K-6--exclusive of the words in the technical lexicon, and the technical lexicon is the set of words used by the schools to teach various subjects. Basic sources are indicated for use in determining the words in each of these components. (Author/RB)

ED 110 928 95 CS 002 072
Rhode, Mary
Specification of the Model 3 Entry Lexicon.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—SWRL-TN-2-72-08
Pub Date Feb 72
Note—55p.; See related documents CS 002 071-074
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Child Language, *Communication Skills, Content Analysis, *Dictionaries, Kindergarten Children, Language Skills, Language Usage, Primary Education, Program Content, Program Development, *Reading Programs, *Word Lists
Identifiers—*Model 3 Communication Skills Program
The Model 3 communication skills lexicon consists of three lists of words developed by the Southwest Regional Laboratory (SWRL) for use in communication skills instruction in K-6. This report documents the procedures followed in compiling the entry lexicon, the first component of the Model 3 communication skills lexicon. The entry lexicon is defined as those words learned by children before entering kindergarten. Minor revisions of the inclusion-exclusion criteria as defined in Cronnell (1971) are explained, and a comparison is made with the Model 2 lexicon. Separate lists are included for proper names; literary, fictional, and historical names; contractions; and phrases. Also noted are some observations about the organization and character of the speech of kindergarten children. (Author/RB)

ED 110 929 95 CS 002 073
Rhode, Mary
Specification of the Model 3 General Lexicon.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—SWRL-TN-2-72-30
Pub Date Jun 72
Note—30p.; See related documents CS 002 071-074
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Child Language, *Communication Skills, Content Analysis, *Dictionaries, Elementary Education, Language Skills, Language Usage, Program Content, Program Development, *Reading Programs, *Word Lists
Identifiers—*Model 3 Communication Skills Program
The Model 3 communication skills lexicon consists of three lists of words developed by the Southwest Regional Laboratory (SWRL) for use in communication skills instruction in K-6. This report documents the procedures followed in the specification and generation of the second component of the Model 3 communication skills lexicon, the general lexicon. The general lexicon is defined as those words learned by children in K-6. Explanations are provided for minor revisions of the inclusion-exclusion criteria defined in Cronnell's "Inclusion-Exclusion Criteria for the Model 3 Communication Skills Lexicon" (1971). The unavailability of a comprehensive source of up-to-date vocabulary is discussed; the procedures employed to compile such a source are detailed. Separate lists are included for literary, fictional, and historical names; geographical names; and phrases. (Author/RB)

ED 110 930 95 CS 002 074
Cronnell, Bruce Rhode, Mary
A Tryout of Procedures for Developing a Technical Lexicon.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—SWRL-TN-2-72-17
Pub Date 72
Note—99p.; See related documents CS 002 071-073
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Dictionaries, Elementary Education, Language Arts, *Lexicography, *Music, Technology
Identifiers—*Model 3 Communication Skills Program
The Model 3 communication skills lexicon consists of three lists of words developed by the Southwest Regional Laboratory (SWRL) for use in communication skills instruction in K-6. This report documents the procedures used for developing a technical lexicon for subject areas in kindergarten and the elementary grades. To develop a music lexicon, five sources (a general lexicon, two music dictionaries, and two elementary music series) were selected and perused for music terminology by two SWRL staff members. Master lists for each source were compiled and submitted to SWRL music experts for evaluation. It was found that the procedures followed were generally appropriate for developing a lexicon. The results of the compilation and evaluation are discussed in this paper. Appendixes include instructions for evaluators, lists compiled from each source, and a tentative music lexicon. (JM)

ED 110 931 CS 002 083
Myerson, Rosemarie Farkas
Perceptual Decoding Precesses for Language in a Visual Mode and for Language in an Auditory Mode.
Pub Date Oct 74

Note—85p.; Qualifying Paper, Harvard University Graduate School of Education
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Aural Stimuli, Cognitive Processes, *Decoding (Reading), Grammar, *Linguistic Theory, Memory, Neurolinguistics, *Reading Processes, Sensory Integration, Visual Perception

The purpose of this paper is to gain insight into the nature of the reading process through an understanding of the general nature of sensory processing mechanisms which reorganize and restructure input signals for central recognition, and an understanding of how the grammar of the language functions in defining the set of possible sentences in the language. Chapter 1 discusses neural coding in perceptual processing systems and explores such topics as short-term memory and developmental and learning factors which affect central human processes. Chapter 2 discusses linguistic theory on the nature of the language system and two models of perceptual processing. Chapter 3 discusses similarities and differences in decoding strategies for oral and written language inputs. (TS)

ED 110 932 CS 002 084
Blair, Timothy Rawlings
Relationship of Teacher Effort and Student Achievement in Reading.
Pub Date 75
Note—94p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-14,084, MFilm-$5.00, Xerography-$11.00)
Document Not Available from EDRS
Descriptors—Doctoral Theses, *Effective Teaching, Elementary Education, *Reading Achievement, *Reading Instruction, Reading Research, *Teacher Characteristics, Teacher Evaluation, *Teaching Methods

This research finds that teacher effort in reading instruction is associated with student achievement in the primary and middle grades. Teachers who exert a greater amount of effort on the job in reading produce higher reading achievement scores in their classes at both the primary and middle-school level as measured by the Stanford Achievement Test. The negative effects of low effort were more pronounced in the middle grades than at the primary level. Five reading consultants in a suburban New England town rated their teachers on the Teacher Effort Scale in Reading, a scale designed to differentiate between those teachers who manifested a great deal of effort in their work and those who did not. Efforts to secure and utilize supplementary materials, provide differentiated instruction, keep records of student progress, and arrange conferences dealing with each individual student's progress were scored on four subscales. The mean reading scores of 37 classes of high-effort and low-effort teachers were then analyzed by using a two-way analysis of covariance technique. (Author/MKM)

ED 110 933 CS 002 085
Hall, Addie June Gray
The Effectiveness of a Multisensory Approach to Teaching Disadvantaged Children to Read the Alphabet.
Pub Date 75
Note—72p.; Ph.D. Dissertation, The Florida State University
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-13,949, MFilm-$5.00, Xerography-$11.00)
Document Not Available from EDRS
Descriptors—*Basic Reading, *Beginning Reading, Disadvantaged Youth, Doctoral Theses, Grade 1, Individual Instruction, Letters (Alphabet), Magnetic Tape Cassettes, *Multimedia Instruction, Primary Education, *Reading Programs, *Reading Research, Word Recognition

A programmed-workbook cassette-delivered approach to letter and number recognition, "From Letters to Words," was compared with a traditional method of teaching letter recognition. The subjects were 153 disadvantaged first-grade students. The 75 experimental subjects were individually instructed by the investigators and teachers on the use of the program. Each experimental subject was assigned to work with the materials for 20 minutes each day. The 78 control-group subjects utilized the basal series approach supplemented by other teacher-supported materials. The analysis of the data revealed that the experimental group means were significantly higher on three subtests of the Gates Reading Readiness Test. The experimental group learned to distinguish between words, recognize lower and uppercase letters, and recognize numbers at a rate exceeding that of the control group. The differences were significant at the 1 percent level of confidence. No statistically significant differences were found between experimental boys' and girls' means. (Author/MKM)

ED 110 934 CS 002 086
Larson, Anna Marie Gustafson
Instruction by Tutoring of Third Grade, Bilingual, Inner-City Children in Meaning Vocabulary.
Pub Date 75
Note—178p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-14,132, MFilm-$5.00, Xerography-$11.00)
Document Not Available from EDRS
Descriptors—Doctoral Theses, Grade 3, *Mexican Americans, Primary Education, *Reading Achievement, Reading Research, Self Concept, Student Attitudes, *Tutoring, Urban Education, *Verbal Ability, *Vocabulary

The relative value of individual or small group tutoring and isolated or contextual phrase presentation on the reading achievement scores, self-concepts, and reading attitudes of 78 inner-city third-grade Mexican-American subjects was explored in this study. All subjects received regular classroom reading instruction, but the contrast group was instructed in mathematics facts during the time that the experimental groups received individual or small-group tutoring on isolated words or words in context. No significant differences were found between individually and group-tutored subjects or between isolated word or context presentation when reading achievement was measured by vocabulary, comprehension alone, and combined vocabulary and comprehension. No significant difference was found between each of the experimental groups and the control group (which received no word instruction). All experimental subjects demonstrated a significant difference between pretest and posttest vocabulary scores. The findings suggested that absenteeism affects school reading achievement, there is a positive relationship between verbal intelligence and reading achievement, and tutoring results in improved self-concepts and attitudes toward reading. (Author/MKM)

ED 110 935 CS 002 087
Allington, Richard L. And Others
Poor and Normal Readers Achievement on Visual Tasks Involving High Frequency Low Discriminability Words.
Pub Date May 75
Note—14p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Elementary Education, Grade 3, *Reading Difficulty, *Reading Processes, *Reading Research, *Visual Discrimination, Visually Handicapped, Visual Perception, *Visual Stimuli, Word Recognition

This study presented 24 third graders drawn from suburban elementary schools with high frequency, low discriminability words in four conditions. Subjects were randomly assigned to the four tasks individually. It was hypothesized that poor and normal readers would differ in their ability to read high frequency, low discriminability words presented tachistoscopically in isolation but would not differ in their ability to match the words to form, to graphically reproduce the words following a tachistoscopic presentation, or to select the appropriate word from a group of distractor words after a tachistoscopic presentation. The hypotheses were supported. It was concluded that a visual perceptual deficit is probably not a major factor in reading disability. (TS)

ED 110 936 CS 002 088
Stanfill, James Wesley
Relationship Between Reading Achievement and Piaget's Conservation Tasks for Beginning Second Grade Students.
Pub Date 75
Note—113p.; Ed.D. Dissertation, University of Southern California
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-15,581, MFilm-$5.00, Xerography-$11.00)
Document Not Available from EDRS
Descriptors—*Beginning Reading, *Cognitive Development, *Conservation (Concept), Doctoral Theses, Grade 2, Primary Education, *Reading Achievement, *Reading Processes, Reading Readiness, Reading Research
Identifiers—Piaget (Jean)

In order to determine if there is a relationship between reading achievement and the ability to conserve as measured by replications of Piagetian conservation tasks, 160 beginning second-grade students were identified as achievers or low achievers according to reading and intelligence test scores, and their performance on the Piagetian tasks was correlated with their achievement scores, years of formal school, sex, chronological age, and socioeconomic status. A significant relationship between the ability to conserve and reading achievement was found for the achiever group (N = 121) and the combined sample (N = 160). A significant relationship was found between the ability to conserve and socioeconomic status and between the ability to conserve and sex for both the achiever group and combined sample. The ability to conserve was found to be significantly related to socioeconomic status for the low-achiever group. The following were among the conclusions drawn: a conservation task seems to be an appropriate measure to use in diagnosing a student's readiness to read if used in conjunction with other data, and it would appear that the formal teaching of reading should not precede the child's ability to conserve. (Author/MKM)

ED 110 937 CS 002 089
Dinges, Rodney F.
The Effectiveness of a Tutor-Student (One-to-One) Method of Teaching Reading to Functionally Illiterate Inmates at the Illinois State Penitentiary, Menard Branch, Menard, Illinois. Correctional Educators Monograph Series, No. 1.
American Bar Association, Washington, D.C. Clearinghouse for Offender Literacy Programs.; American Correctional Association, College Park, Md.; National Association for Public Continuing and Adult Education, Washington, D.C.
Pub Date 75
Note—33p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Adult Basic Education, *Correctional Education, *Individual Instruction, Prisoners, Reading Improvement, *Reading Instruction, Reading Research, Teaching Methods, *Tutoring
Identifiers—*Offender Literacy Programs

The purpose of this study was to determine whether or not adult prison inmates reading below the third-grade level can significantly increase their reading level by the use of a tutor-student teaching method, supplemented by the use of flashcards. The subjects in this study were 10 functionally illiterate adult prison inmates, selected on a voluntary basis. They were pre- and posttested and were tutored on an individualized basis for 50 one-hour sessions by six inmates and the investigator. Following analyses of the data, three hypotheses were accepted: adult prison inmates reading below the third-grade level will increase their reading level by use of a tutor-student (one-to-one) teaching method; adult prison inmates will show reading improvement through the use of the tutor-student system after 50 one-hour lessons; and adult prison inmates will, after completion of the tutor-student system, further increase their reading level through the use of flashcards. Further study of positive attitudinal changes which occur while using an individualized teaching method is recommended. (LL)

ED 110 938 CS 002 090
Van Strat, Georgena
The Reading Problem in Urban Schools: Who Has It and What Has Been Done About It?
Pub Date 75
Note—155p.; Ed.D. Dissertation, University of Massachusetts
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-16,611, MFilm-$5.00, Xerography-$11.00)
Document Not Available from EDRS
Descriptors—*Disadvantaged Youth, Doctoral Theses, Elementary Secondary Education,

*Program Evaluation, Reading Achievement, Reading Failure, *Reading Instruction, *Reading Programs, Teacher Education, *Urban Education

Identifiers—Reading Improvement Act 1973, Right to Read

Identification of ingredients of successful urban reading programs in order to effect an increase in reading achievement in urban schools is the purpose of this paper. An historical-sociological framework is established. Pertinent literature which seeks to explain the causes of reading failure in urban schools is reviewed. Among the topics discussed are the myth of cultural deprivation, Black English, visual perceptual deficits, and teacher attitudes. Successful reading programs and practices which have achieved measurable success in reversing reading failure are described. Among the programs analyzed are the Follow Through Program in public schools 11, 129, and 146 in New York City; the Woodland School in Kansas City, Missouri; the Ann Street School in Los Angeles; School 6 Annex in Passaic, New Jersey; and "Sesame Street." The Career Opportunities Program at the University of Massachusetts is discussed as an effective model for urban teacher training. Four proposals for change directed at increasing reading achievement are examined, including the Right to Read Program and the Reading Improvement Act of 1973. (Author/MKM)

ED 110 939 CS 002 091

Wiseman, Merlyn Dale

The Use of a Model in the Construction of School Preferred Reading Programs, Grades 7-12.

Pub Date 75

Note—120p.; Ed.D. Dissertation, University of Southern California

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-15,594, MFilm-$5.00, Xerography-$11.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, *Models, *Program Administration, *Program Development, *Program Evaluation, Questionnaires, *Reading Programs, Secondary Education

A questionnaire designed to discover the effectiveness of a reading program model for secondary schools in the Los Angeles Unified School system was submitted to the junior and senior high school principals and 24 coordinators. Answers indicated that most schools considered most of the steps in the model, but that they varied the emphasis on remedial, enrichment, corrective, and developmental components. Leadership was often found to be lacking in the construction of a school preferred reading program. The model served most secondary schools as a guideline in constructing their preferred reading program or as a checklist against which a current program might be judged. (Author/MKM)

ED 110 940 CS 002 092

Narang, Harbans L.

Bibliotherapy: A Brief Review.

Pub Date 75

Note—11p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Bibliotherapy, Books, Changing Attitudes, *Emotional Adjustment, Identification (Psychological), Literature, *Literature Reviews, Psychotherapy, Reading Interests, *Reading Materials, *Self Concept

Bibliotherapy is defined as "a process of dynamic interaction between the reader and literature--interaction which may be utilized for personality assessment, adjustment, and growth." A review of the literature dealing with bibliotherapy and a discussion of its uses are contained in this paper. The review indicates that bibliotherapy, if properly and carefully used with any age level, is likely to produce a positive change in the reader's attitudes and self-concept. It is particularly effective if a large variety of books at different reading levels and appealing to the interests and needs of the readers is provided. There should be freedom of book selection and no pressure for reading. Furthermore, it is suggested that reading be followed by discussion to facilitate the interaction between the reader and the character(s) in the book, which is essential for the therapeutic process. (LL)

ED 110 941 CS 002 093

Bergquist, Sidney R.

The Problems of Validation in a Competency-Based Preservice Reading Education Program.

Pub Date Mar 75

Note—21p.; Paper presented at the National Right to Read Conference (Reston, Virginia, March 7, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Evaluation Criteria, Higher Education, *Performance Based Teacher Education, Preservice Education, *Reading Instruction, *Reading Programs, Teacher Behavior, Teacher Education, *Teaching Models, *Validity

A problem of teacher education is to successfully integrate the knowledge students learn in the college classroom with the practical experiences of student teaching. A principal objective of an ideal teacher training situation would be to establish a vertical integration of the various types of exposure to reading both prior to and during contact in classrooms with children learning how to read. An integrated time frame competency development model includes elements of information, skill development, and application. The model must be evaluated to determine its construct validity and internal consistency. Validation of the competencies required of preservice teachers is important. Studies of teacher behavior have not been consistent. The trend is to define teaching competencies in reading in terms of pupil performance in reading. An approach to the validation problems of a competency-based preservice reading education program being developed at Northwestern University consists of nine points concerning competency categories as hypotheses which must be exhaustively analyzed. (MKM)

ED 110 942 95 CS 002 094

Hiller, Jack H.

Reading Comprehension Objectives for Blocks 1 and 2 of the SWRL Reading Program.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—SWRL-TN-2-72-55

Pub Date 22 Nov 72

Note—46p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Decoding (Reading), Primary Education, *Program Development, *Reading Comprehension, *Reading Instruction, *Reading Programs, Reading Research, Vocabulary, Word Recognition

This paper presents instructional outcomes and student exercises related to the student's acquisition of the reading skills minimally required for comprehension in the SWRL Reading Program. The two outcome areas of the reading comprehension program are the development of word decoding skills and the development of skills necessary for sentence and passage comprehension. Comprehension tasks are divided into the following areas: vocabulary and word recognition, picture conventions, punctuation, syntax, and sentence comprehension (literal, deductive, and inferential). Representative samples of comprehension tasks are given for the stories used in the two outcome areas of the program. (MKM)

ED 110 943 CS 002 095

Palmatier, Robert A., Ed. Manzo, Anthony V., Ed.

Doctoral Programs in Reading: Student Characteristics, Admission Criteria, and Degree Requirements; Evaluation of Doctoral Training Experiences by the A. Victims, B. Victors (Choose One); Some Criteria for Evaluating Reading Doctoral Programs; and How Does Your Program Rate?

Pub Date Dec 74

Note—46p.

Journal Cit—Epistle; v2 n1 Entire Issue Dec 1974

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Doctoral Programs, Employment Opportunities, *Graduate Study, Higher Education, Professors, *Reading Instruction, *Reading Programs, Reading Research, *Teacher Educator Education, Teacher Educators

The "Epistle" is the Publication Forum of Professors of Reading Teacher Educators, which is a special-interest group of the International Reading Association. This issue is concerned with information on the status of graduate reading programs, particularly doctoral programs. Articles are "Doctoral Programs in Reading: Student Characteristics, Admission Criteria, and Degree Requirements," by Robert A. Palmatier and Anthony V. Manzo; "Evaluation of Doctoral Training Experiences," by recent graduates; "Some Criteria for Evaluating Reading Doctoral Programs," by Richard Allington; and "How Does Your Program Rate?" by Robert A. Palmatier, which is a summary of a section of a doctoral program evaluation survey conducted by Palmatier and Manzo. Regular features are Movers, which endeavors to record the job choices of new graduates and the relocation of others; Exchange, which offers a communication link between individuals who wish temporary locations; and Job Report, which lists positions available to doctoral-degree holders. (MKM)

ED 110 944 CS 002 096

Palmatier, Robert A., Ed. Manzo, Anthony V., Ed.

The Professor's Responsibilities and the Dissertation; Reflections on Advising Ph.D. Candidates; The Final Paper--How to Direct Dissertations with a Minimum of Trauma; and Doctoral Dissertation Abstracts Involving Reading and Reported during 1973: An Analysis.

Pub Date Mar 75

Note—49p.

Journal Cit—Epistle; v2 n2 Entire Issue Mar 1975

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Degree Requirements, Doctoral Programs, *Doctoral Theses, Employment Opportunities, Graduate Study, *Reading Instruction, Reading Research, *Teacher Educator Education, Teacher Educators

The "Epistle" is the Publication Forum of Professors of Reading Teacher Educators, which is a special-interest group of the International Reading Association. The topic considered in this issue is doctoral dissertations. Four professors, Billy Guice, Helen Robinson, Edwin Smith, and J. Jaap Tuinman, share their views on directing students through the dissertation stage of doctoral work. Robert Palmatier and Ellen Austin review and analyze the reading studies reported in "Dissertation Abstracts" during 1973. Regular features are Movers, which endeavors to record the job choices of new graduates and the relocation of others; Exchange, which offers a communication link between individuals who wish temporary locations; and Job Report, which lists positions available to doctoral-degree holders. (MKM)

ED 110 945 CS 002 097

Pessah, Nathan

The Effect of Various Teaching Techniques, Involving the Cloze Procedure, Upon the Reading Achievement of Community College Students.

Pub Date May 75

Note—17p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Cloze Procedure, Disadvantaged Youth, Junior Colleges, *Minority Groups, *Reading Achievement, Reading Improvement, *Reading Instruction, Remedial Reading, Teaching Methods

The purposes of this study are to ascertain the effectiveness of the cloze procedure when used as part of the remedial reading instruction in community college classes, and to determine if one type of teaching presentation--using the cloze procedure--is significantly superior to another. One hundred students from Bronx Community College who obtained a raw score of less than 60 on the Nelson-Denny Reading Test, Form A, served as participants in this study. Findings indicated that the reading achievement scores of community college students improved when the cloze procedure was used as part of the remedial instruction, but that there is no one teaching method in college remedial reading classes which emerges as superior to the others when used in conjunction with the cloze procedure. (RB)

ED 110 946 CS 002 098

Downing, Frank Michael

An Investigation of Critical Thinking While Reading in Grades Thirteen and Fourteen.

Pub Date 74

Note—79p.; Ed.D. Dissertation, Memphis State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-10,059, MFilm $5.00, Xerography $11.00)
Document Not Available from EDRS
Descriptors—*Critical Thinking, Doctoral Theses, Higher Education, *Intelligence, *Reading Ability, *Reading Achievement, Reading Research, *Reading Skills

The problems stated for this investigation were as follows: (1) to determine if there is an increase in critical reading ability for students from grades thirteen to fourteen; (2) to determine if there is a difference in the critical reading ability of males and females in grades thirteen and fourteen; (3) to determine the relationship between critical reading ability and intelligence in grades thirteen and fourteen; and (4) to determine the relationship between critical reading ability and reading achievement in the two grades. The sample was composed of 535 students at the thirteenth and fourteen grade levels in the states of Arkansas, Mississippi, and Tennessee. It was concluded that significant differences in critical reading ability existed between students in grades thirteen and fourteen; no significant differences in critical reading ability appeared between male and female students in grades thirteen and fourteen; a significant difference existed between intelligence and selected critical reading skills; and a significant difference was evident between reading achievement and critical reading ability. (Author/LL)

ED 110 947 CS 002 099
Henry, Bertram Von Lossberg
Father to Son Reading: Its Effect on Boys' Reading Achievement.
Pub Date 74
Note—84p.; Ph.D. Dissertation, Syracuse University
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-13,990, MFilm $5.00, Xerography $11.00)
Document Not Available from EDRS
Descriptors—Doctoral Theses, Early Reading, Language Skills, *Oral Reading, *Parent Participation, Primary Education, *Reading Achievement, *Reading Readiness, Reading Research, Vocabulary Development, *Word Recognition

The purpose of this study was to determine whether boys read to by their fathers for the six-month period immediately preceding entrance into first grade would score significantly higher on predictor instruments for first-grade reading achievement when compared with boys read to by their mothers or boys in an unplanned situation for the same period. All boys in a central New York State school's kindergarten sections were assigned to a father-read-to, a mother-read-to, a father-not-participating, or a control (unplanned reading) group for a six-month treatment period. The experimental groups were read to by the assigned parent reader about two or three times a week. The dependent variables were letter naming and word recognition (isolated words and words in context). The predictor criterion measures were administered individually at the conclusion of treatment, which coincided with the beginning of the boys' first-grade school year. Within the context of the study's limitations, the results indicated that father-read-to boys had significantly higher mean scores on the words in context or criterion measure than the mother-read-to, the father-not-participating, or the control group of boys. (Author/LL)

ED 110 948 CS 002 100
Lemons, Robert Lee, Jr.
The Effects of Passive Listening and Direct Training in Listening upon the Reading and Listening Skills of a Group of Black Fourth Graders.
Pub Date 74
Note—93p.; Ph.D. Dissertation, Syracuse University
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-14,002, MFilm $5.00, Xerography $11.00)
Document Not Available from EDRS
Descriptors—Doctoral Theses, Elementary Education, Grade 4, Inner City, *Listening Skills, *Negro Students, *Reading Improvement, *Reading Instruction, Reading Research, *Reading Skills, Teaching Methods

The purposes of this study were to determine if training in listening would result in the improvement of both reading and listening skills among black students, and if there would be any differences between the results produced by a passive approach to teaching listening, a direct approach to teaching listening, and the offering of no special training whatsoever. Sixty subjects were randomly selected from a population of children attending a school located in the inner-city area of Syracuse, New York. Results of the study, subject to the limitations imposed by data collection and study sample, indicated that training in listening appeared to significantly affect the development of basic listening and reading skills. It also appeared that the direct and passive approaches were generally equal in producing reading gains. The same was not true in listening--the direct approach to teaching listening produced gains greater than those produced by the passive approach. Implications were reported for classroom implementation and future research possibilities. (Author/RB)

ED 110 949 CS 002 101
Mahaffey, James Perry
An Investigation of the Relationship of Selected Oral Language and Readiness Factors to First-Grade Reading Achievement.
Pub Date 74
Note—199p.; Ph.D. Dissertation, University of South Carolina
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-16,487, MFilm $5.00, Xerography $11.00)
Document Not Available from EDRS
Descriptors—*Beginning Reading, Comparative Analysis, Grade 1, *Measurement Instruments, *Oral Communication, Primary Education, *Reading Achievement, *Reading Readiness, Reading Research, Reading Skills

This investigation examined the specific relationships between two reading achievement measures at the end of the first grade and the following measures: (1) three selected oral language measures, (2) five readiness measures, and (3) a combination of these measures. Further, the study attempted to determine if the relationships between the oral language and reading measures were stronger than those between the readiness and reading measures. The three oral language measures were oral fluency, mean length of communication unit, and understanding oral vocabulary. Data were collected on 60 first-grade pupils from two socioeconomic levels. Results showed that no statistically significant relationships were found between the three oral language measures and the two reading achievement measures for the total sample. With one exception, the obtained relationships were found to be statistically nonsignificant for each of the two socioeconomic strata. This investigation pointed up the need for seeking other measures of oral language to assess language competency, for extending similar investigations over several grades for a longer period of time, and for conducting experimental rather than correlational studies to ascertain the relationship between oral readiness and other language factors. (Author/RB)

ED 110 950 CS 002 102
Maras, Lorene Ruth
Evaluation of a Large City Remedial Reading Program.
Pub Date 74
Note—112p.; Ed.D. Dissertation, Illinois State University
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-15,804, $5.00, Xerography $10.00)
Document Not Available from EDRS
Descriptors—Elementary Secondary Education, *Program Evaluation, Reading Improvement, *Reading Instruction, *Reading Programs, Reading Research, *Remedial Reading, Student Attitudes, *Urban Education

This study sought to determine the effectiveness of a remedial reading program conducted in a large city school district over a five-year span of time. There were 200 students in the experimental group and 200 students in the control group. Stanford Achievement Test stanine scores were obtained at the beginning fourth-grade level for all subjects included in the study before the experimental group had been given remedial reading instruction. At the ninth-grade level the Huser Attitude Toward Reading Test was administered to both groups. The findings of the study indicated that remedial reading instruction made a significant difference (.05 level) in the achievement gains of the treated group. There was also a significant difference (.05 level) in the attitude toward reading between those ninth-grade students who had remedial reading instruction and the control group of ninth-grade students who had not had remedial reading instruction. (Author/RB)

ED 110 951 CS 002 103
Theofield, Mary B.
ESSO--Self-Concept and Basic Reading in a Secondary School Program.
Pub Date 75
Note—11p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Content Reading, Curriculum Design, English Instruction, *Program Descriptions, *Reading Programs, *Remedial Reading, Secondary Education, *Self Concept, Senior High Schools, Social Studies, Special Education
Identifiers—*English Social Studies Opportunity Program

The English/Social Studies Opportunity (ESSO) Program is a program designed for students with learning problems at Paint Branch High School in Burtonsville, Maryland. The program blends remedial reading and special education into a secondary school program which attempts to build reading and study skills, to effect positive self-concept, and to prepare students to cope with adult life situations. English and social studies are taught in a resource-room setting by the ESSO team, which consists of a reading teacher, two special education teachers, and an aide; however, only two team members are in each class of 25-30 students during a class period. Students are mainstreamed in other academic and special subjects classes; they receive positive support and instructional assistance by the ESSO team, whose resources are available to both students and subjects. Sample schedules for two specific students are discussed to amplify the description of the program. (MKM)

ED 110 952 CS 002 104
Terry, Sara Mae Davis
The Effect of Instructional Variables upon the Achievement of Predicted Reading Expectancy in Eighth-Grade Students of Disadvantaged Status.
Pub Date 74
Note—166p.; Ph.D. Dissertation, The University of Alabama
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-18,311, MFilm $5.00, Xerography $11.00)
Document Not Available from EDRS
Descriptors—*Disadvantaged Youth, Doctoral Theses, English Instruction, Junior High Schools, Mathematics Instruction, *Reading Achievement, Reading Diagnosis, *Reading Instruction, Reading Research, *Reinforcement, Remedial Instruction, *Teaching Methods

The purpose of this study was to identify promising instructional techniques for promoting improvement in the reading skills of students classified as "disadvantaged" in both the English and mathematics classrooms. Residual gain scores were computed in both English and mathematics for each of 165 students, and mean gain scores of classrooms were correlated with items on a questionnaire designed to identify instructional techniques. These techniques were grouped into seven clusters as follows: (1) the process of prescription and diagnosis, (2) the techniques of remediation, (3) the effect of individualization and grouping, (4) the development of oral competency, (5) the acquisition of vocabulary, (6) the attainment of cognitive skills, and (7) the effect of reinforcement. Some conclusions were that reinforcement emerged as the most important technique in teaching disadvantaged students. Prescription and diagnosis were important in the English area. Individualization and grouping and the development of oral competency were not strongly represented. Vocabulary items appeared to be completely ignored in both English and mathematics instruction. (Author/MKM)

ED 110 953 CS 002 105
Warren, Mary O. Netherton
A Survey of Reading and Study Skills Programs in Selected Rocky Mountain Colleges and Universities.
Pub Date 74

Note—235p.; Ed.D. Dissertation, University of Wyoming
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-12,846, MFilm $5.00, Xerography $11.00)
Document Not Available from EDRS
Descriptors—Developmental Reading, Doctoral Theses, Higher Education, *Junior Colleges, Questionnaires, Reading Materials, *Reading Programs, *Study Skills, *Surveys, *Universities
Identifiers—Rocky Mountain States
This study had the following twofold purpose: to survey the literature to provide historical background for reading and study skill programs in colleges and universities; and to survey the status of reading and study skills programs in selected institutions in the Rocky Mountain states. Some major findings from the questionnaire were that 84 percent of the institutions had reading/study skills courses, 9 percent had more planned courses; two-year institutions offered fewer courses per school but reached a higher percentage of students (14-19 percent) than did the four-year schools (3-5 percent); credit courses were offered by 79 percent of the colleges; 60 percent used reusable materials; machines were used for speed reading by 28 percent of the respondents; the individual laboratory was used at 34 percent of the schools, the lecture/group laboratory at 31 percent, with lecture/individual laboratory at 17 percent, tutorials at 13 percent, and the lecture at 5 percent; and approximately 10,000 students in the Rocky Mountain area were served at an estimated rate of 4.7 percent of total enrollments. Some major conclusions were that some teachers seemed confused about basic reading concepts and that programs seemed directed at minority and academically troubled students instead of total school populations. (Author/MKM)

ED 110 954 CS 002 107
Taschow, Horst G.
Monolinguals Teaching Bilinguals: Reading in ESL for Spanish Speakers.
Pub Date Mar 75
Note—14p.; Paper presented at the Annual Meeting of the Western College Reading Association (8th, Anaheim, California, March 20-22, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Bilingualism, Elementary Secondary Education, *English (Second Language), *Lesson Plans, Literature Reviews, Monolingualism, Native Speakers, Phonology, *Second Language Learning, *Spanish Speaking, Teaching Methods
The purpose of this paper is to examine pertinent research concerned with teaching English as a second language (ESL) to speakers of Spanish, to analyze fundamental problems Spanish speakers may experience when taught to read and learn in the target language English, and to suggest practices for teachers of ESL to assist Spanish-English bilingual readers in their specific linguistic needs. Following a brief review of the literature on the teaching of English as a second language, fundamental language differences are discussed, and phonological aspects of consonants and vowels as Spanish speakers reading English words may pronounce and interpret them are examined. A lesson for the native speaker of Spanish is suggested in a step-by-step presentation. (LL)

ED 110 955 CS 002 108
Gillespie, Barbara
A Proposal for a Diagnostic and Remedial Reading Center for the Educational Park Complex of the ESUHSD [East Side Union High School District, San Jose, California].
Pub Date May 75
Note—82p.; M.A. Thesis, San Jose State University
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Educational Objectives, Masters Theses, *Program Descriptions, *Reading Centers, *Reading Diagnosis, Reading Difficulty, *Reading Programs, Reading Skills, *Remedial Reading, Secondary Education, Teaching Techniques
The emphases of the reading center proposed in this study are on the assessment of reading strengths, the isolation of reading deficiencies, and--in an instructor-learner environment--diagnosis and the prescription of action which will enable students to master the reading skills necessary for independent reading in their high school careers. This study focuses on an operational philosophy and the goals for the center, diagnostic and assessment techniques, prescriptive teaching strategies and performance objectives, a means of evaluating the center and its services, a plan for program implementation, and the specialized services offered by the center in cooperation with agencies located within the Educational Park facility. Included are a list of references and six appendixes containing material related to the activities of the center. (JM)

ED 110 956 CS 002 109
Trepper, Terry Steven
A Two Year Report on an Inner City School's Reading Achievement Center.
Pub Date 75
Note—20p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Differentiated Staffs, *Individualized Reading, Intermediate Grades, *Mexican Americans, Motivation, Reading Achievement, *Reading Centers, Reading Diagnosis, *Reading Improvement, *Reading Programs, Urban Education
The Reading Achievement Center, at the Murchison School in the Mexican-American community of East Los Angeles, offers an individualized reading program for grades 3-6; the program was begun in the fall of 1972 and includes inservice teacher training, experimentation with new systems, and a commitment to help children develop a positive self-concept. The following four basic systems are involved in the center's programs: a diagnostic system, in which each child, upon entering the school, is tested thoroughly by a reading guide to determine reading accomplishments, needs, and potential; a prescriptive system, developed by the professional staff using results of the diagnostic tests and including a variety of materials and activities; a staffing system, consisting of three kinds of staff--directors (credentialed public school teachers), guides (one for every five children), and clerical workers; and a motivational system, using three methods of motivation--extrinsic and intrinsic motivation and positive environment. Results of posttesting of a random sample of children after two years show an overall positive growth pattern, with accelerated rates of growth showing an average increase of 25 percent in reading achievement. (Tables are included.) (JM)

ED 110 957 CS 002 110
Smith-Gold, David A.
Problems of the Young Adult and Mature Reader of English as a Second Language.
Pub Date May 75
Note—17p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Adult Programs, Cultural Background, *English (Second Language), *Language Programs, *Second Language Learning, *Teaching Methods
TESL (Teaching English as a Second Language) students are usually people who are in the process of assimilating a new language and culture and therefore require more than a superficial knowledge of the language. Adults learning English as a second language might be taught by a language experience approach. Building upon the learners' experiences and needs will help them relate to the community and to their social roles. The orientation of a group of second language learners should be reflected in the curriculum and its philosophy and methodology. Current research suggests that children and adults learning English as a second language use common strategies and process linguistic data in fundamentally similar ways. While it is not appropriate to use the same teaching methods with children and adults in a native language learning situation, some of the ideas that have worked with children learning a second language may be transferable to adults in the same situation. Various language tests and readability formulas are discussed. (LL)

ED 110 958 CS 002 111
Fay, Leo, Comp. Jared, Lee Ann, Comp.
Reading in the Content Fields: An Annotated Bibliography. Revised 1975.
International Reading Association, Newark, Del.
Pub Date 75
Note—20p.
Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 302-5, $0.75 nonmember, $0.50 member)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Annotated Bibliographies, *Content Reading, Elementary Secondary Education, Language Arts, Literature, Literature Reviews, Mathematics, *Reading Instruction, *Reading Skills, Sciences, Social Studies, Study Skills
Materials listed in this annotated bibliography include selections chosen from all major subject areas, restricted largely to publications of the past 10 years, relating to each of the major school levels, and having practical significance to teachers and administrators as well as to school practice. Entries are listed under the following headings: general readings, research studies and reports, critical reading and thinking skills, study skills, readability of texts, social studies, language arts and literature, mathematics, and science. (JM)

ED 110 959 CS 002 112
Busch, Robert F.
Predicting First-Grade Reading Achievement.
Pub Date 74
Note—108p.; Ph.D. Dissertation, University of Missouri-Columbia
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-15,973, MFilm $5.00, Xerography $11.00)
Document Not Available from EDRS
Descriptors—*Grade 1, Intelligence Tests, *Predictive Ability (Testing), Primary Education, Reading Ability, *Reading Achievement, Reading Research, *Reading Skills, *Reading Tests
The problem investigated in this study was to determine the best combination of tests or subtests in a research battery which, when administered to beginning first-grade students, would enable the most efficient prediction of reading achievement. A total of 1052 children were randomly selected from first-grade classrooms within the State of Missouri. These children completed a battery of tests consisting of the following: the Cognitive Abilities Tests; the Developmental Test of Visual-Motor Integration; the Pre-Reading Screening Procedures; the Stanford Early School Achievement Test; the Alphabet and Numbers subtest of the Metropolitan Readiness Tests; the Boehm Test of Basic Concepts; and the Behavior Rating Scale. The findings of this study led to the following conclusions: (1) the ability to recognize upper- and lower-case letters and beginning sounds was the best single predictor of reading achievement; (2) measured intelligence, when statistically compared with the other variables in the study, was a reliable predictor of reading achievement; and (3) classroom teachers can predict end-of-year reading achievement of their students by using the Behavior Rating Scale. (Author/LL)

ED 110 960 CS 002 113
Artley, A. Sterl
The Controversy: Reading Problem or Learning Disability--What Are the Issues?
Pub Date May 75
Note—13p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Definitions, *Learning Disabilities, *Reading Difficulty, Remedial Reading Programs, *Retarded Readers
This paper discusses the current confusion in differentiating between reading disabilities and learning disabilities, as well as the role of the learning and reading specialist. The origin and history of the movement toward helping children labeled as having a reading or learning handicap are examined, and various definitions are discussed. It is concluded that the definition of learning disabilities is related to cerebral dysfunction and similar problems, and the definition of reading disabilities is related to educational, mental, social, and emotional problems. For the classroom teacher, however, such a distinction is still too vague and in many cases too impractical to serve as a guide for remediation. (TS)

ED 110 961 CS 002 114
Narang, H. L.
Doctoral Dissertations on Bibliotherapy: An Annotated List.
Pub Date [75]
Note—11p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Annotated Bibliographies, *Behavior Development, *Bibliotherapy, *Doctoral Theses, Emotional Adjustment, Literature, Psychotherapy

Recent interest in the potential uses of bibliotherapy (defined as a process of dynamic interaction between the reader and literature) has prompted research into the effects of bibliotherapy on the reader's attitudes and personality. This document lists and describes 14 completed doctoral dissertations in the area of bibliotherapy and its effects. References from "-Dissertation Abstracts International" have been provided to help the reader obtain a copy of the original dissertation. (JM)

ED 110 962 CS 002 115
Harris, Albert J. Sipay, Edward R.
How to Increase Reading Ability. Sixth Edition.
Pub Date 75
Note—692p.
Available from—David McKay Company, College Department, 750 Third Avenue, New York, New York 10017 ($12.95 cloth)
Document Not Available from EDRS
Descriptors—*Beginning Reading, *Developmental Reading, Elementary Education, Learning Disabilities, Perception, Psycholinguistics, Readability, Reading Comprehension, Reading Diagnosis, Reading Difficulty, Reading Improvement, *Reading Instruction, Reading Interests, Reading Speed, *Remedial Reading, Teacher Education, Teaching Methods

The sixth edition of this text incorporates research done in the five years since the fifth edition was published and contains new terminology, new concepts, new illustrations, and new materials. The four guiding principles (breadth of scope, maintenance of a balanced point of view, practicality, and clarity) remain. Chapter topics are reading ability and disability; readiness for reading; beginning reading instruction; mature reading; meeting individual needs in reading; efficient reading instruction in groups; reading disability, dyslexia, and learning disabilities; assessing reading performance; physical, physiological, cultural, and cognitive correlates of reading disability; basic principles of remedial reading; developing word identification skills; remedial procedures for deficiencies in word identification skills; improving reading comprehension; fostering reading interests and tastes; and increasing rate of reading. (MKM)

ED 110 963 CS 002 116
Feshbach, Norma Deitch
Some Interpersonal Factors Associated with Successful and Problem Readers.
Pub Date Apr 75
Note—21p.; Paper presented as part of a symposium of Early Identification of Learning Problems: Issues and Findings at the Annual Meeting of the Society for Research in Child Development (Denver, April, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Empathy, Interaction, *Interpersonal Relationship, Parent Student Relationship, Peer Relationship, Primary Education, *Reading Achievement, *Reading Difficulty, *Social Behavior, Tutoring

Three different studies concerned with the dimensions of social behavior in successful and problem readers, assessed in contexts of mother-child and peer-peer interactions, are reported in this document. The first study, involving observation of mothers of successful and problem readers while instructing their own and other children in several cognitive tasks, showed that mothers of successful readers spend more time in task preparation while mothers of problem readers are more controlling and directive during task performance, using more negative reinforcement. The second study, focusing on the tutorial behaviors of successful and problem readers, showed that competent reader male tutors administer more negative reinforcement to problem reader tutees than to tutees who are competent readers, and that male problem reader tutors and all female tutors administer more negative reinforcement to competent reader tutees than to problem readers. The third study, concentrating on the relationship between reading success and social behaviors, showed a definite correlation between the two, especially within the control (low risk) group. (Tables of findings are included.) (JM)

ED 110 964 CS 002 117
Campbell, Ruby M. Guthrie, Larry F.
A Continual Regrouping Program in Reading Readiness Skills for Kindergarten.
Pub Date May 75
Note—20p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Grouping Procedures, *Kindergarten Children, Primary Education, Program Descriptions, Reading Achievement, *Reading Programs, *Reading Readiness, Reading Research, *Reading Skills

The purposes of this study were to custom make a reading readiness program for a group of kindergarten children and to compare their progress with that of a second group. A pretest was administered to all of the children and then each child was grouped according to his or her needs. Two classes were involved in the study, one labeled control and the other experimental. In the experimental class the children were retested and regrouped according to their needs at three-week intervals. The children in the control class remained in the same groups throughout the program. At the end of the study a t-test was used to compare gain scores of both groups. The results of this study support the hypothesis that children in a continuous regrouping program will achieve greater success in performing reading readiness skills than those who are exposed to a non-regrouping program. Although both groups made significant progress, the gain scores of the experimental group were considerably higher than those of the control group. Based on the findings of this study, and from the findings of previous research, it is recommended that this method of grouping be implemented in other kindergarten classrooms. (Author)

ED 110 965 CS 002 118
Malmquist, Eve
Reading and Writing: Pre-School 70; A Survey of the Effect of Individualized Reading and Writing Tuition in Nursery School.
National Swedish Board of Education, Stockholm.
Pub Date Nov 73
Note—17p.; School Research Newsletter, 1973:22
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Individualized Reading, Kindergarten, *Preschool Education, Reading Development, *Reading Instruction, Reading Skills, Surveys, Writing Skills
Identifiers—Sweden (Linkoping)

In order to compare the effect of individualized reading and writing instruction for six-year-olds at nursery school with the effect of ordinary preschool activities not including reading and writing instruction, three groups of Linkoping (Sweden) school children were studied--experimental groups (E) and control groups (K1) consisting of preschool children and a control group (K2) consisting of pupils who were in first grade while E and K1 were in nursery school. The 16 E and K1 groups (with 20 children in each group) were made as equivalent as possible on the basis of reading test results. Pupils in the E groups were taught reading and writing for 30 minutes twice a day throughout the school year and otherwise took part in regular preschool activities. In the K1 groups no reading and writing instruction occurred, and in the K2 groups such instruction occurred according to the usual school curriculum. Results of tests given at the end of the year showed that the E groups were superior to K1 pupils at almost all levels. (Tables of findings are included.) (JM)

ED 110 966 CS 002 119
Moreland, William H.
The Fly in the Ointment or Why Couldn't They Just have Left Things as They Were; The Compensatory Effort in Higher Education.
Pub Date Mar 75
Note—12p.; Paper presented at the Annual Meeting of the Western College Reading Association (8th, Anaheim, California, March 20-22, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Communication Skills, Community Colleges, Content Reading, Developmental Programs, *Higher Education, Junior Colleges, *Learning Disabilities, *Learning Laboratories, Media Selection, Open Enrollment, Reading Diagnosis, Reading Skills, *Remedial Instruction, *Tutoring

Language-disabled students who have experienced difficulties in the process of language acquisition and who may show talent in some academic areas yet fail miserably in others are increasingly able to attend college because of "open door" policies. How will colleges traditionally rooted in textbook-centered lecture courses deal with the language-disabled student? Several possible program organizations exist that involve learning laboratories which provide diagnosis, remediation, counseling, and tutoring by both subject-area instructors and peers. A varied media format of instruction is suggested to meet a variety of learning styles. Services to the faculty in the area of group reading scores and evaluating textbook readability are suggested. Colleges should accept responsibility for the language-disabled student so that the "open door" does not become a "revolving door." (MKM)

ED 110 967 CS 002 121
Grundin, Hans U.
Evaluating Competence in Functional Reading: Grades VI - XII.
Pub Date Aug 74
Note—13p.; Paper presented at the International Reading Association World Congress on Reading (5th, Vienna, Austria, Aug. 12-14, 1974)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Elementary Secondary Education, *Functional Reading, *National Surveys, *Reading Achievement, *Reading Comprehension, Reading Research, *Reading Tests, Study Skills, Teachers, Test Interpretation
Identifiers—*Sweden

This paper describes a research project which was designed to analyze the extent of functional literacy at different grade levels in Sweden. Functional literacy is defined here as the use of the mechanics of reading for different information purposes. A test battery was administered to 2600 students in grades six through twelve. The test battery was intended to represent a sample of important skills needed for functional literacy in a modern industrial society. The battery included comprehension tests of normal prose, tables, forms encountered in everyday life, difficult prose such as text from a home insurance policy, and a reading rate score. The tests were administered twice with an interval of one year between testing. Some results were an increase in reading comprehension from grade to grade at all levels, with the exception of the highest percentiles in grades eleven and twelve, and wide overlapping of scores between grades. Questionnaires were sent to 950 head teachers asking for their opinion of the value of the skills measured by the test battery and asking them to indicate a minimum score for satisfactory ability. Partial data results are discussed. A majority of the teachers who responded indicated that they felt the skills measured were important. (MKM)

ED 110 968 CS 002 122
Parmer, Lorraine
Helping Students Prepare for Qualifying Exams; A Summary of WCRA Institute III.
Pub Date Mar 75
Note—7p.; Paper presented at the Annual Meeting of the Western College Reading Association (8th, Anaheim, California, March 20-22, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Admission (School), Anxiety, Business Administration, Developmental Programs, Graduate Study, Group Tests, Higher Education, Law Schools, *Learning Laboratories, Mathematics, Medical Schools, Standardized Tests, *Study Skills, Teacher Education, *Testing Programs, *Test Wiseness, Verbal Tests

This paper describes several learning laboratory program approaches to teaching students how to prepare for professional school admission exams. That these exams are true aptitude tests is a myth repeatedly deflated when students study for the tests and manage to score significantly higher on a second testing. Factors in addition to intelligence which can influence the outcome on these standardized tests are familiarity with the exam and type of question likely to be encountered; practice in taking a mock exam under timed conditions, since working speed is a vital consideration; and reduction of anxiety level. The skills tested tend to be in two general categories for

most qualifying exams, verbal and math. Specific suggestions for teaching these skills, such as practice in working analogies, are given. A program offered by UCLA's learning skills center to prepare students for the Law School Aptitude Test is described. It consists of the following five parts: a trial test using an old LSAT examination, a seminar providing general information about the test, a demonstration of how to prepare for the test (recommended study guides are listed), a cases-and-principles workshop, and essay preparation tutoring. (MKM)

ED 110 969 CS 002 123

Paradis, Edward Bayne, Mina

An Examination of the Use of Cloze Tasks During Primary Grade Reading Instruction.

Pub Date May 75

Note—13p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Cloze Procedure, Models, *Phonics, Primary Education, *Reading Achievement, Reading Improvement, *Reading Instruction, Reading Research, Reading Skills, *Teaching Methods

Identifiers—*Reading (Self Selection)

The purpose of this study was to examine the effect of systematic instruction with cloze tasks on the reading achievement of primary grade children. The cloze procedure was selected as an instructional strategy because of the close relationship of the cloze procedure to the psycholinguistic model of the reading process. Twenty-two first and nine second grade children from a university laboratory school were selected as subjects. Subjects ranged in reading ability from preprimer to third grade. No subject was experiencing severe difficulty in learning to read. Results from a cloze test, a test of word knowledge, and a standardized reading test indicated that the cloze treatment and the treatment combining self-selecting reading and phonic reinforcement activities had equal effect on the primary grade subjects. (RB)

ED 110 970 CS 002 124

Ross, Elinor P. Roe, Betty D.

Creative Drama for Building Proficiency in Reading.

Pub Date 75

Note—10p.; Paper presented at the 20th Annual Meeting of the International Reading Association (New York City, May 13-16, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Creative Dramatics, Elementary Education, Reading Comprehension, *Reading Development, Reading Readiness, *Reading Skills, *Teaching Techniques

An effective tool for motivating children to read and for reinforcing their reading skills, creative drama includes all forms of improvised drama--dramatic play, pantomime, puppet shows, and story dramatization--and all four of the major language arts--listening, speaking, reading, and writing. The use of creative drama activities lets children enjoy themselves as they improve such reading readiness skills as visual and auditory discrimination, listening, oral expression, and articulation and as they build such reading skills as vocabulary development, sentence and story comprehension, word meanings, visualization, and sentence recognition. Creative drama can also motivate children to read as they do research on a topic for dramatization or become interested in reading more about subjects they have dramatized. (JM)

ED 110 971 CS 002 125

Coker, Pamela L.

Analysis of Semantic and Syntactic Features of Block 1 & 2 Storybooks of the SWRL Reading Program.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—SWRL-TN-2-72-52

Pub Date 72

Note—16p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Child Language, *Childrens Books, Childrens Literature, Primary Education, Reading Materials, *Reading Programs, *Semantics, *Syntax

Semantic and syntactical features of storybooks in the Southwest Regional Laboratory (SWRL) Reading Program are reviewed and analyzed. To make the scripts match children's oral language as closely as possible within other program constraints and to avoid potential semantic difficulties, the following changes are recommended: (1) the introduction of "let's" as a sight word; (2) the introduction of "here" as a sight word, and (3) the deletion of "ask." Approximately 50 script changes are listed by story number and page number. (Author/LL)

ED 110 972 CS 002 126

Berdiansky, Betty Stanton, George

Content and Sequence for Block I of the 1970 Reading Program.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—17p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Content Reading, Dictionaries, *Language Skills, Primary Education, *Reading Instruction, *Reading Programs, Reading Research, Reading Skills, Vocabulary Development, *Word Lists

Previous work has led to identification of an extensive lexicon on which the Southwest Regional Laboratory (SWRL) 1970 primary-grade reading program will be based, as well as to the development of a considerable number of sound-symbol correspondence rules (see Berdiansky, Cronnell, and Koehler, 1969). The present document describes the initial steps taken in the development of a complete sequencing of these rules. This sequencing procedure is being based, in general, on the Desberg and Cronnell (1969) analysis of the characteristics of the rules. For the first block of this sequence, the rules were ordered primarily on the basis of their combined productivity, i.e., the number of words from the given lexicon which can be generated by the given combination of rules. The sequencing of rules and the listing of resultant usable words is covered in this report for the first block of rules only. Within- and across-block sequencing has not yet been entirely completed. (Author)

ED 110 973 CS 002 127

Fiege-Kollmann, Laila

The Expansion of Reading Experience in Blocks 1 and 2 of the SWRL Reading Program.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—SWRL-TN-2-72-48

Pub Date 72

Note—35p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Elementary Education, *Instructional Materials, Language Arts, *Language Skills, *Reading Comprehension, *Reading Programs, Reading Research, *Vocabulary Development

Language features which occur for the first time ("new" words and structures) in each story of Blocks 1 and 2 of the Southwest Regional Laboratory (SWRL) Reading Program are identified and discussed. The features were drawn from those defined and presented in Fiege-Kollmann's (1972) analysis of Blocks 1 and 2 stories. The new words and structures in each story are compared and contrasted with closely related words and structures which occurred in prior stories. Potential sources of difficulty in reading comprehension are pointed out. Structural contexts for the introduction of a new lexicon in prestory instruction are recommended. (Author)

ED 110 974 CS 002 128

Chevat, Edith S.

Women and Girls in Readers and Texts.

Pub Date May 75

Note—14p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975); Best copy available

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Discriminatory Attitudes (Social), *Reading Materials, *Sex Discrimination, Sex Role, *Sex Stereotypes, Social Attitudes, *Teacher Responsibility, Teaching Techniques, *Textbooks, Textbook Selection, Womens Studies

The prevalence of sex role stereotyping in school readers, textbooks, workbooks, and reading materials used from kindergarten through college must first be recognized by students and teachers as well as by authors, illustrators, and publishers. Teachers should then work to foster environments and experiences in which females and males are equally endowed with strengths, weaknesses, capabilities, options, and potentials. A variety of approaches and exercises have been developed to accomplish this, such as analysis of books for sex role stereotyping, reading exercises which reverse conventional images of male and female, or research reports on subjects dealing with women inadequately covered in the textbook. Several sources offer suggestions for helping students and teachers focus on patterns of sex stereotyping and prejudice. (JM)

ED 110 975 CS 002 129

Aaron, I. E.

Teaching Word Recognition Skills in Georgia Schools.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

Pub Date 70

Note—86p.; Page 81 may not reproduce well

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—*Basic Reading, Informal Reading Inventory, Phonics, Primary Education, *Reading Instruction, Reading Programs, *Reading Skills, *Teaching Techniques, *Word Recognition

This publication presents fundamental ideas necessary for effective teaching of word recognition as part of the reading process. Chapter 1 defines and discusses word recognition techniques. The second chapter reviews word recognition techniques and discusses how they aid the reader in unlocking words. Exercises and suggestions for teaching word recognition skills and subskills are presented in chapter 3. Chapter 4 presents an overview of the place of phonics in the reading program. Chapter 5 offers selected exercises for teaching phonics and related skills. A listing of word recognition skills by reading grade levels and a check list for use in evaluating the child's knowledge of word recognition skills are presented in chapter 6. A brief lesson plan for teaching word recognition skills when basal readers are used is outlined in chapter 7. An informal reading inventory is described in chapter 8, and chapter 9 contains summary comments on word recognition skills. (LL)

ED 110 976 CS 002 130

Intensive Reading and Instructional Teams, 1974-1975; Hartford Moves Ahead: An Evaluation Report.

Hartford Public Schools, Conn.

Pub Date 75

Note—50p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Content Reading, *Decoding (Reading), *Individualized Reading, Intermediate Grades, Reading Comprehension, Reading Diagnosis, *Reading Programs, *Remedial Reading, Study Skills, *Team Teaching, Vocabulary Development, Word Study Skills

The intensive reading instructional centers in Hartford, Connecticut, provide reading services to over 500 pupils in the third, fourth, and fifth grades. Reading teams consist of a reading consultant, two master teachers with strong backgrounds in reading, and a part-time clerk-typist. Instruction takes place in eleven-week cycles. Each teacher specializes in one of three areas: decoding, individualized reading, or vocabulary and comprehension development. Significant test score mean gains and changes in reading levels have been reported. Data drawn from self-report forms completed by the children's parents, referring classroom teachers, and team members are highly supportive of the program, which has been in operation for ten years. (MKM)

ED 110 977 CS 002 131

Kimbrell, Harrison W. Karnes, Lucia R., Ed.

Dyslexia; A Common Sense Guide to the Diagnosis and Treatment of Specific Language Disability. Monograph 1.

Trident Academy, Mount Pleasant, S.C.
Pub Date 75
Note—18p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Communication Skills, *Dyslexia, *Educational Diagnosis, *Language Handicaps, *Language Skills, *Reading Difficulty, Verbal Ability

Dyslexia is defined as a specific language disability that involves a communication breakdown in either spoken or written language. Various kinds of schools, facilities, and services available for the child with a language disability are discussed, and criteria for evaluation are given which include consideration of motive and purpose, general community reputation, services offered, diagnostic procedures used, specialists available, quality of faculty, quality of administration, school responsibility to higher authority, curricula, budget matters, admission policy, and results achieved. The evaluation of private educational situations for students with dyslexia who require intensive remediation is discussed with regard to educational philosophy, consulting specialists, quality of faculty, quality of administration, school responsibility to higher authority, curricula, funding and budget matters, admission policy, and results achieved. (LL)

ED 110 978 CS 002 133
King, F. J.
A Content Referenced Interpretive System for Standardized Reading Tests. Final Report.
National Council of Teachers of English, Urbana, Ill. Research Foundation.
Pub Date Aug 74
Note—280p.
EDRS Price MF-$0.76 HC-$14.59 Plus Postage
Descriptors—*Criterion Referenced Tests, Evaluation Methods, Intermediate Grades, *Reading Ability, Reading Difficulty, Reading Research, Reading Skills, *Reading Tests, *Standardized Tests, *Test Interpretation

This report is divided into two parts in order to make the practical outcomes of a content referenced interpretive system for standardized reading tests available for immediate use by teachers and others, while presenting the technical aspects of the studies in a form appropriate for study by researchers in the fields of reading and educational measurement. The first part of the report presents a guide to the use of the system, which is designed to enable teachers, librarians, and other media specialists to provide students with instructional materials that are geared to individual reading abilities. The second part is devoted to the technical studies which provide empirical foundations for the system. In its present form, this system enables a raw score from any one of seven widely used standardized reading tests to be interpreted in terms of the probabilities that a student earning that score will be able to read a given book or other instructional materials. Development of the system to this point has been confined to work with students in the fourth, fifth, and sixth grades, and its current use should, therefore, be restricted to these levels. (RB)

ED 110 979 CS 202 021
Litvin, Martin
Including Conflict in Creative Writing.
Pub Date 75
Note—9p.
Available from—Log City Books, Box 270, Galesburg, Illinois 61401 ($1.25 paper)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Authors, *Conflict, *Creative Writing, English Programs, Higher Education, *Language Arts, Secondary Education, *Short Stories, Teaching Guides, Teaching Techniques, Writing, *Writing Skills

Conflict is the basis of all stories and thus should appear in some form in the first sentence. There are three kinds of conflict: people vs. people; people vs. nature; and people vs. themselves. Conflict must be repeated in all the various elements of the story's structure, including the plot, which is the plan of action telling what happens to the characters in a story and having a beginning, a middle, and an end; the title, which should reflect in some way the main idea of the story; and the mood, which is the tone and feeling of atmosphere in a story. Characters should express and carry forward the conflict of the story, and their dialogue should be clear and reflect and repeat the conflict. Revision is one of the most important and challenging aspects of creative writing. (This pamphlet concludes with a selected bibliography of books to read for examples of conflict.) (TS)

ED 110 980 CS 202 152
Faulkner, Janice Hardison, Ed.
Learning Disabilities and the Language Arts: A Survey of Reading and Writing Instruction in the Secondary Schools; Addresses Presented at a Conference of the English Department of East Carolina University (Greenville, N.C., Nov. 7-8, 1975).
East Carolina Univ., Greenville, N.C.
Pub Date May 75
Note—117p.; Initiated and sponsored by the English Department
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—*Composition Skills (Literary), Conference Reports, English Instruction, Higher Education, *Language Arts, *Learning Disabilities, Nucleation (Language Learning), Phonology, *Reading Instruction, *Remedial Programs, Remedial Reading, Secondary Education

The main intentions of the two-day teachers' conference on language disabilities held at East Carolina University were to provide background information on how children acquire linguistic habits, to identify and suggest remedies for certain socioemotional problems which interfere with learning, to isolate problems arising from diversity in linguistic competence, and to describe reading and writing remedial programs for semiliterate students. This volume contains the following articles, all of which were presented at the conference: "The Acquisition of Language"; "Detecting and Correcting Reading Deficiencies"; "Six Strategies for Improving Freshman Composition Instruction in the 1970s"; "Freshman Composition: A Course Conceptualization"; "Achieving the Goals of Remedial English Programs"; "Developing Language Skills for Modern Living"; "Phonology and the New English"; "Accommodating Deficiencies in Reading and Writing"; and "Who Requires Remedial Reading." (JM)

ED 110 981 CS 202 175
Davis, Charleen Katharine
The Implications of Language for Facilitating Self-Actualization.
Pub Date 74
Note—178p.; Ph.D. Dissertation, Ohio University
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-11,961, MFilm-$5.00, Xerography-$11.00)
Document Not Available from EDRS
Descriptors—Doctoral Theses, *Intellectual Development, Language, *Language Ability, *Language Development, Language Enrichment, *Language Research, *Self Actualization, Semantics

The purpose of this study was to delineate the implications of language within an educational context as a means of facilitating self-actualization. Three premises identified in a priori fashion were drawn from the literature in linguistics, psychology, and general semantics, creating a three-part language continuum--acquisition, development, and experience. The first argument reasons that language, viewed as an innate biological aspect of the student, may facilitate self-actualization. This innate language structure, in turn, facilitates creativity, self-discovery, and expression of inner self. The second argument allows that language development and intellectual development, being interrelated, contribute to self-actualization. The third argument deduces that through the extensional devices of dating, indexing, and the hyphen, the student is able to relate language, in an isomorphic sense, to a world in process; this, in turn, provides a means by which change, variability, and wholeness can be integrated into his or her perceptual field. (Author/LL)

ED 110 982 CS 202 176
Jobe, Ronald Albert
Factors That Influence Children's Free Choices of Topics for Creative Writing.
Pub Date 74
Note—204p.; Ph.D. Dissertation, University of Minnesota
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-12,087, MFilm-$5.00, Xerography-$11.00)
Document Not Available from EDRS
Descriptors—Childhood Interests, Classroom Techniques, Composition (Literary), *Creative Writing, *Creativity Research, Doctoral Theses, Elementary Education, *Student Interests, Student Motivation
Identifiers—*Writing Topics

The purpose of this study was to determine the scores of children's ideas for creative writing when given freedom of choice of topic, and to determine if those children who expressed ideas reportedly original to them were more or less creative than the others. The subjects, selected from grades 2, 4, and 6, were a stratified random sample consisting of 90 boys and girls in Alberta, Canada. The students were instructed to write anything they chose for 10 weeks. The following conclusions were drawn: (1) when given freedom of choice to select topics, the major preferences of the children were fantasy, animals, and personalities in the order stated; (2) the major influences on the children's choices of topics, as reported by the writers, appeared to be the original ideas of the children themselves, direct personal experiences, and books, in that order; and (3) significant differences in the scores on the Torrance Tests of Creative Thinking were found among grade levels in three of the areas tested (flexibility, originality, and elaboration), as well as in the composite total scores as measured. Grade 2 children were lower achievers in the tests than were grade 4 or grade 6 children. (Author/LL)

ED 110 983 CS 202 177
Antista, John A.
A Comparative Study of Computer-Assisted and Non Computer-Assisted Instruction in Senior High School English Classes.
Pub Date 74
Note—107p.; Ed.D. Dissertation, Wayne State University
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-13,293, MFilm $5.00, Xerography $11.00)
Document Not Available from EDRS
Descriptors—*Comparative Analysis, *Computer Assisted Instruction, Educational Research, *English Instruction, *Grammar, Secondary Education, *Teaching Methods

The purpose of this study was to investigate the results of using computer-assisted instruction to teach basic English grammar material in a senior high school English class. Two experimental groups (one male and one female) consisting of 51 students received computer-assisted instruction as part of the method of instruction, while the control groups (one male and one female) consisting of 63 students did not receive computer-assisted instruction. The design of the experiment involved giving pretests before the units were presented and before the experimental classes began to use the computer and posttests after instruction on five units was completed. Nine null hypotheses were investigated. The results of the analysis of data led to an acceptance of all nine hypotheses. There was no significant difference between the experimental and the control groups. It was recommended that further research be conducted concerning the use of computer-assisted instruction in the teaching of English, that other groups be studied, and that an attempt be made to determine whether computer instruction is an important variable. (Author/LL)

ED 110 984 CS 202 178
Page, Ernest Richard
An Analysis of Racial Attitude Change in Eleventh Grade Students Using a Black Literature Package.
Pub Date 74
Note—172p.; Ph.D. Dissertation, The Pennsylvania State University
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-10,800, MFilm $5.00, Xerography $11.00)
Document Not Available from EDRS
Descriptors—*Changing Attitudes, Doctoral Theses, Educational Research, *English Instruction, Grade 11, Literary Analysis, *Negro Literature, *Racial Attitudes, *Racial Discrimination, Secondary Education
Identifiers—*Black Literature Package

This study analyzed racial-attitude change that eleventh-grade students underwent after reading black literature contained in a Black Literature Package (BLP). Three intact classes of 65 students taught by one female English teacher in a

nearly all-white school located in central Pennsylvania were involved in this experiment. Findings suggested that black literature read by eleventh-grade students for five weeks independent of or in conjunction with the teacher did not change negative racial attitudes; state legislation which mandated teaching about blacks may have promoted responses in students different from the ones intended; students who experienced concentrated exposure to black literature may have developed polarized attitudes which frustrated the positive effects of black literature; students, in large and small group discussions, suggested that black literature should be taught in its chronological, historical, literary, and artistic settings within American literature; and writers of articles which appeared in the "English Journal," "College English," "Elementary English," and in other language arts publications need to temper their promotional recommendations of black literature as an effective agent for changing racial attitudes. (Author/RB)

ED 110 985 CS 202 180
Heil, Carolyn
A Description and Analysis of the Role of the Teacher's Response While Teaching a Short Story.
Pub Date 74
Note—131p.; Ph.D. Dissertation, University of Pittsburgh
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-13,190, MFilm $5.00, Xerography $11.00)
Document Not Available from EDRS
Descriptors—Behavior Patterns, Case Studies, Doctoral Theses, Educational Research, *English Instruction, Higher Education, *Literary Criticism, *Short Stories, *Teacher Attitudes, *Teacher Role, Teaching Methods
This investigation was undertaken to determine what relationships exist between the teacher's personal response to a literary selection, behavior when teaching the story, and response to student essays on the story. The investigative procedure used was that of a modified case study involving eight teachers. Findings indicated that teachers appeared to be devoting their attention most often to grasping story elements; commenting on such concerns as errors in style and mechanics rather than substantive matters; disregarding the importance of engagement-involvement and evaluation; and using the discussion technique of teaching literature in preference to dramatic, written, or visual techniques. Given the findings of the study, there appear to be strong relationships among the teacher's personal response to the story, behavior when teaching the story, and response to student essays on the story when that response concerns substantive issues in the essay. (Author/RB)

ED 110 986 88 CS 202 185
Individualized Language Arts: Diagnosis, Prescription, Evaluation; And Prospectus.
Weehawken Board of Education, N.J.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Bureau No—BR-70-014
Pub Date 74
Note—325p.; Not available in hard copy due to marginal legibility of original document
Available from—Project Director, Roosevelt School, Louisa Place, Weehawken, New Jersey 07087 ($12.50)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—*Composition (Literary), Curriculum Guides, Educational Diagnosis, Elementary Secondary Education, English Instruction, Evaluation Methods, Individualized Instruction, *Language Arts, *Language Skills, *Teaching Methods, *Writing Skills
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III
Designed for use in grades K-12, this teacher's resource manual advocates the use of a language-experience approach and diagnostic-prescriptive techniques derived from modern linguistic theory for the promotion of students' facility in written composition. The program utilizes an individualized approach and relates writing instruction to speaking, listening, and reading activities, as well as to the students' ideas and feelings. The first section includes a rationale, an overview, results, suggested guidelines for the teaching of writing, meeting students' personal needs through writing activities, diagnostic guidelines and grid sheets, objectives and techniques, and a discussion of the oral reading of compositions. The second section offers techniques for the teaching of various grammatical principles and skills, such as transformations; noun, verb, and prepositional phrases; and appositives and dependent clauses. The appendix offers suggested writing and related reading activities and linguistic explanations of the aforementioned techniques. (LL)

ED 110 987 CS 202 187
Molnar, Alex Roy, Will
The Shoe Box Curriculum: Practical Ideas for Active Learning.
Pub Date 75
Note—121p.
Available from—International Center for Educational Development, 16161 Ventura Blvd., Encino, California 91436 ($4.95-paper)
Document Not Available from EDRS
Descriptors—*Disadvantaged Youth, Elementary Secondary Education, *Group Activities, *Individual Activities, Language Fluency, Language Skills, *Learning Activities, Poetry
This book contains 65 specific activities designed to help disadvantaged students learn to use language more skillfully and develop the ability to function well in the school environment. The descriptions of the activities are referred to as shoe box labs and generally include the title of the activity, instructions for performing the activity, and answers for those activities requiring answers. The purposes of the activities are to inspire students' creativity, fluency, flexibility, elaboration, and originally. Taken as a whole, the shoe box activities share certain characteristics: regardless of content and form they can be used by students whenever they feel like it; they do not have requirements that students must obey for any reason other than their own interest; and they contain activities that can be done by individuals or groups. The activities cover such topics as analogies, injustice, foods, commercials, sculpture, animals, state capitals, sounds, and poetry. (TS)

ED 110 988 CS 202 193
Lucking, Robert A.
Comprehension and a Model for Questioning.
Pub Date Apr 75
Note—11p.; Paper presented at the Annual Secondary School English Conference of the National Council of Teachers of English (3rd, Kansas City, Missouri, April 18-20, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Cognitive Measurement, *Comprehension Development, Effective Teaching, Elementary Secondary Education, Inquiry Training, *Questioning Techniques, *Reading Comprehension, Taxonomy, *Teaching Models
Identifiers—*Blooms Taxonomy
The questioning techniques which teachers use when leading a class discussion of a reading assignment can be an essential component of profitable instruction. A brief review of the past 50 years of research on questioning levels indicates a need for attention to the cognitive level of queries as well as to their sequence since investigators have found a high percentage of questions asked by teachers could be classified in the category of rote memory. Unless a teacher is able to shift emphasis to higher cognitive levels, expecting a spirited and thoughtful discussion of a reading assignment may be futile. A model of questioning which takes into account all levels of thought and provides students with a means of digesting prose material is needed. Examples are given which follow a modified version of the Bloom taxonomy, with questions moving from specific facts to broader generalities. A sample sequence moves from questions of knowledge, comprehension, and analysis to questions of evaluation. Suggested guidelines for proper questioning include phrasing questions carefully, not answering one's own question, and allowing wait time for students to prepare answers. (MKM)

ED 110 989 CS 202 200
Patterson, Lindsay, Ed.
Black Films and Film-Makers.
Pub Date 16 Jun 75
Note—286p.
Available from—Dodd Mead, 79 Madison Avenue, New York, New York 10016 ($12.50-cloth)
Document Not Available from EDRS
Descriptors—Anthologies, *Film Production, Films, *Film Study, Negro Achievement, *Negro Culture, *Negroes, Negro Stereotypes, Sound Films
Identifiers—Filmographies
The development of black films and the attitudes of the film industry toward black films and black actors are some of the topics examined in this anthology of essays. Section 1, "Nigger to Supernigger," contains such articles as "The Death of Rastus: Negroes in American Films" by Thomas R. Cripps and "Folk Values in a New Medium" by Alain Locke and Sterling A. Brown. Section 2, "Movie Milestones," contains such articles as "'Sounder'--A Hollywood Fantasy?" by Lindsay Patterson and "The Birth of 'Birth of a Nation'" by Bosley Crowther. Section 3, "The Black Actor: The Early Years," includes "The Negro Actor and the American Movies" by Geraldyn Dismond and "The Negro and the Cinema" by William Harrison. Section 4, "The Black Actor: A New Status," includes such articles as "The Negro in American Films: Some Recent Works" by Albert Johnson and "The Day Black Movie Stars Go Militant" by Michael Mattox. Section 5, "Establishing Your Own," contains such articles as "History of Negro Motion Pictures" by James Asendio. Section 6, "The Seventies: Only the Heroes Have Changed," contains such articles as Pauline Kael's "Notes on Black Movies." The book is illustrated with photographs and includes a filmography and bibliography. (TS)

ED 110 990 CS 202 204
DeHart, Florence E.
Potential Benefits for the Novel Critic of Exploiting Analogies Between the Novel and the Closed System.
Pub Date 75
Note—27p.; Unpublished paper prepared at Emporia Kansas State College
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—English Instruction, Higher Education, Literary Analysis, Literary Conventions, *Literary Criticism, Literature, *Novels, *Systems Approach, Theories
This paper explores potential benefits for the novel critic of exploiting analogies between the novel and the closed system for more rigorous description and interpretation of novels; and further development of the body of theory of novelistic criticism, particularly where there are differences in critics' interpretations of the same work. A closed system is one of two types of concrete systems, the other type being the open system. The author also briefly identifies three areas which have implications for further study into a systems approach to analyzing novels. These areas relate to other literary genres, text processing analysis aspects of information science, and benefits of the "novel-closed system" analogies for general systems theory. (Author/RB)

ED 110 991 CS 202 205
Anderson, Henry Alvah, Jr.
A Scale to Measure Attitude on Social Responsibility of the Press.
Pub Date 75
Note—261p.; Ph.D. Dissertation, The University of Texas at Austin
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-16,630, MFilm-$5.00, Xerography-$11.00)
Document Not Available from EDRS
Descriptors—*Attitude Tests, Democratic Values, Doctoral Theses, Freedom of Speech, Higher Education, *Journalism, Mass Media, *Measurement Instruments, Media Research, *News Media, *Press Opinion
Identifiers—*Social Responsibility Theory
The objective of this study was to contribute a quantitative aspect to the Social Responsibility Theory of the Press which will make possible explanation and prediction of relationships between key elements of society and news-opinion media. The 31 tenets of the Social Responsibility Theory were isolated and categorized. Using these tenets, an attitude scale of 42 items on social responsibility of the press was developed. This basic set of Likert-type scale items was split into two versions, each containing 8 identical items plus 17 equivalent items. Each version of the scale was presented in a mailed questionnaire to a group of 600 newsmen composed of comparable numbers of daily newspaper city editors and commercial

television news directors. The response rate was 63 percent. Factor analysis revealed that the 31 tenets of social responsibility theory are contained in the following six concepts: press freedom and social responsibility, which are inseparable; interaction of communicators and the public in achieving social responsibility; professionalism among communicators as they fulfill their role; service in disseminating information and opinions; criticism of news performance by the public; and support by the government of the free flow of news and opinion on public affairs. (Author/RB)

ED 110 992 CS 202 206
Davis, Charles W.
The Impact of Three Teaching Techniques on the Response of Junior College Freshmen to Three Short Stories.
Pub Date 75
Note—189p.; Ph.D. Dissertation, Georgia State University-School of Education
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-17,545, MFilm-$5.00, Xerography-$11.00)
Document Not Available from EDRS
Descriptors—*College Freshmen, *Composition (Literary), Discussion (Teaching Technique), *English Instruction, Junior Colleges, Literature, *Short Stories, *Teaching Methods

The three teaching techniques used in three freshmen composition classes at a community college were lecture/discussion, semantic differential, and role playing. Teachers using the lecture/discussion approach presented information especially relevant to either the author, the work, or the milieu and followed the lecture with an open discussion. Teachers using the semantic differential approach established scales of opposite, or nearly opposite, concepts in regard to certain excerpts from the stories. The students recorded their responses to these excerpts by an appropriate mark on the scales. These responses were collected and analyzed, and a discussion was developed based on the results. Excerpts were also used as the basis for the role-playing technique. The goal was to have students identify with and project themselves into future behavior of characters, expressing the feelings and responses that may not have been given in the stories. The written responses to various excerpts were collected and analyzed. Conclusions indicated that the lecture/discussion method of teaching literature appeared to be more effective than the semantic differential one. The nonwritten responses were not affected by the various techniques. (Author/LL)

ED 110 993 CS 202 207
Einsiedel, Edna Flores
Reporter-Source Orientation, South Attraction, Topic Importance, and Reporter Information-Seeking Behavior.
Pub Date 75
Note—122p.; Ph.D. Dissertation, Indiana University
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-17,009, MFilm-$5.00, Xerography-$11.00)
Document Not Available from EDRS
Descriptors—*Bias, Higher Education, *Information Seeking, *Information Sources, Journalism, Mass Media, News Media, *News Reporting, Press Opinion, *Question Answer Interviews
Identifiers—*Media Bias

Behavioral research suggests that communication between two individuals is affected by such factors as their orientation toward a topic, the importance of the topic, and interpersonal attraction. Seven hypotheses were formulated to determine if these factors--originally discovered in a discussion setting--were operative in an information-seeking context such as a journalistic interview. Eighty reporting students were asked to assume the role of reporters assigned to prepare a set of interview questions they would ask a source about an issue involving the use of firearms by campus police officers. Results showed that a significantly greater number of questions were asked by those who disagreed with the source, those who disliked the source, and those who considered the topic of high importance. This experiment suggests that in interview settings, reporters may, through their questions, communicate their perceptions of sources and issues. The possible effects of such variations in information seeking on news story content may be a subject for more research. (Author/RB)

ED 110 994 CS 202 208
Knowles, John Hawley, Jr.
A Study of Courses in Methods of Teaching Secondary School Journalism with a Proposed Ideal Methods Course.
Pub Date 74
Note—123p.; Ph.D. Dissertation, University of Kansas
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-17,627, MFilm-$5.00, Xerography-$11.00)
Document Not Available from EDRS
Descriptors—Doctoral Theses, Educational Research, *Journalism, Mass Media, *Methods Courses, National Surveys, *Preservice Education, Secondary Education, *Teacher Education, *Teaching Methods
Identifiers—*Journalism Education

The purpose of this study was to determine what is being offered by colleges and universities to prospective teachers in methods of teaching secondary school journalism. A review of the literature was made, and a questionnaire was sent to 138 colleges and universities, asking whether the institution offered a publications course, a methods course and workshops, seminars, and journalism days; and requesting information on course outlines, objectives, and textbooks. Both the literature review and the survey showed that high school methods courses are being examined professionally, and prescriptions for developing such courses that include as a major objective preparing students as future media consumers are being offered. It was concluded that there is a need for more emphasis on social awareness in journalism education; there is a similar need in high school journalism courses; there is a need to motivate students to learn English composition and to use school publications as laboratories; and there is a need to give future journalism teachers a grounding in the social sciences, in journalism, and in ways to teach journalism. Recommendations for an ideal methods course are also included. (Author/RB)

ED 110 995 CS 202 209
Nye, Marilyn L.
What Should We Censure in Children's Books?
Pub Date Apr 75
Note—13p.; Paper presented at the Annual Meeting of the National Conference on the Language Arts in the Elementary School (7th, Boston, Massachusetts, April 11-13, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Adolescent Literature, *Censorship, *Childrens Books, *Childrens Literature, *Content Analysis, *Literary Analysis, Maladjustment, Moral Issues, Moral Values, Parents, Racism, Reading Materials, Sex Discrimination

Unfortunately, three of society's worst problems during the last decade--racism, sexism, and maladjusted parents--are reflected in the content of children's books. While censorship of books of questionable value is not recommended, it is necessary to judge and to find fault with them and ultimately to steer children into reading the good books which have also been written. Specific books do show definite racist and sexist bias, but others present blacks and women realistically without any suggestion of stereotypes. Although the most depressing of children's books are those depicting children with maladjusted parents, many books emphasize the loving and supportive relationships that can make the difference between healthy and unhealthy parents of the next generation. (JM)

ED 110 996 CS 202 211
Morgan, Harmon Loyd
The Medium and Mass Media Credibility: A Study of the Relationships among Apparent Credibility, the Medium as an Approximation of Reality, and the Level of Priority of the Credibility Dimension.
Pub Date 75
Note—203p.; Ph.D. Dissertation, Southern Illinois University
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-16,277, MFilm $5.00, Xerography $11.00)
Document Not Available from EDRS
Descriptors—Communication (Thought Transfer), *Credibility, Doctoral Theses, Higher Education, *Information Dissemination, *Mass Media, Media Research, News Media, *Public Opinion, Social Attitudes, *Sociolinguistics, Values

The basic premise in the study of the mass media and media credibility was that the medium is a major factor in the determination of the credibility of information by receivers. Relationships between media credibility and sociolinguistic theory were explored, and the factor analysis was used to organize patterns of perception of media credibility into distinct types. Results indicated that the medium is a major, but not overriding, element; that the priority level of credibility appears to be low; that apparent credibility appears to be the standard used by people in the assessment of media credibility; that mass media credibility appears to be a question considered by only one type of person in a positive sense and not a question of importance to other types of persons; that negative assessments of credibility perception, such as significant positive acceptance of one channel and rejection of another channel, must be included in speculations about the meaning of credibility research; and that the importance of communicators is affecting credibility ratings among the mass media appears to be a negative factor and not the positive contribution expected. According to this study, the value of applying sociolinguistic theory to credibility research may be higher than appears on the surface. (Author/RB)

ED 110 997 CS 202 212
Petrosky, Anthony R.
Individual and Group Responses of Fourteen and Fifteen Year Olds to Short Stories, Novels, Poems, and Thematic Apperception Tests: Case Studies Based on Piagetian Genetic Epistemology and Freudian Psychoanalytic Ego Psychology.
Pub Date 75
Note—685p.; Ed.D. Dissertation, State University of New York at Buffalo
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-16,956, MFilm-$5.00, Xerography-$11.00)
Document Not Available from EDRS
Descriptors—Adolescent Literature, *Adolescents, Case Studies, *Covert Response, Doctoral Theses, Literature, *Literature Appreciation, Novels, *Overt Response, Poetry, Psychological Studies, *Reading Interests, Teenagers

A descriptive profile of adolescent response to literature is presented in this study, which also examines findings in terms of psychoanalytic concepts that relate response to life styles in terms of Piaget's genetic epistemology. There are two primary questions in this investigation: What is the psychological dynamic of response to literature? By what process does individual, subjective response to literature become shared by a group and in this sense become "objective"? The study also identifies and describes the following five variables which interact with each other and influence response to works of literature: stage-specific operations, identity theme, past experience, expectations, and reading ability. The first three carry the most weight. Among the conclusions are the following: the cognitive and affective parameters of any response in any form are determined by the respondent's stage-specific operations and personality; both stage-specific operations and identity theme are individual variables constructed within and with past experiences; response to literature takes a form that is learned; and the learning of a response form is a direct outcome of the expectations a respondent perceives via the questions that are asked. (Author/JM)

ED 110 998 CS 202 213
Stevens, Alonzo
Composition: A Competency-Based Model for Improving the Writing Skills of Urban Youth.
Pub Date 75
Note—131p.; Ed.D. Dissertation, University of Massachusetts
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-16,607, MFilm-$5.00, Xerography-$11.00)
Document Not Available from EDRS
Descriptors—Composition (Literary), *Composition Skills (Literary), Doctoral Theses, English Instruction, Higher Education, Negro Students, *Performance Based Education, *School Sur-

veys, Secondary Education, Student Interests, Teaching Techniques, *Urban Youth

The teaching of composition in secondary schools over the last decade has not adequately developed the writing skills of urban students. Parts of this dilemma stem from the following three factors: inequities in public school financing; racism; and the obscure position of composition within the English curriculum, with preferences given to grammar or literature. A survey of a selected population of freshmen at a predominantly black college revealed that these students were having problems in two major areas of composition, mechanics and expression. An examination of three writing programs from different regions of the country revealed that all three programs were attempting to offer an alternate dialect to minority students with focus on correct use of standard dialect. One alternative approach which might alleviate the problem in composition at the secondary level is the competency-based approach in which the teacher acts as facilitator or assistant and the students assume more responsibility for learning. Emphasis is on students utilizing their own methods for learning and advancing at their own pace. (Author/JM)

ED 110 999 CS 202 214

Tapp, Richard Laurence

A Delineation of the Philosophy and Historical Development of Programmed Instruction and a Descriptive Content Analysis of Currently Available Programmed Materials Designed for the Language, Composition, and Literature Curricula of Secondary Schools.

Pub Date 75

Note—318p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-16,990, MFilm-$5.00, Xerography-$11.00)

Document Not Available from EDRS

Descriptors—Composition (Literary), *Content Analysis, Doctoral Theses, *English Curriculum, *Evaluation Methods, History, *Language Arts, Literature, Philosophy, *Programed Instruction, Secondary Education

The purposes of this dissertation are to develop a model which can be used to evaluate programed instructional materials in English; to apply this model to currently available programs in language, composition, and literature; and to describe both the early historical developments in programed instruction as an educational strategy in general and the specific details about early attempts at programing portions of the English curriculum. The model developed was based on four major components and applied to the programs, with some conclusion drawn concerning the degree of fidelity existing between the theory of programed instruction and the actual programs. Among the major conclusions arrived at in this dissertation are the following: most of the programs currently available omit one or more of the four necessary programing elements of pretest, posttest, validation data, or behavioral objectives; the programs generally create the conditions necessary for the student's attainment of the higher categories of learning as defined by Gagne (1965); and few, if any, of the programs exhibit more than superficial alignment with the goals of a secondary English program as defined by English educators. (Author/JM)

ED 111 000 95 CS 202 215

Cronnell, Bruce

The Use of Pronunciation Symbols.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—SWRL-TN-2-72-11

Pub Date 8 Mar 72

Note—25p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Diacritical Marking, Dictionaries, Linguistics, *Orthographic Symbols, *Phonetic Transcription, *Pronunciation, Textbooks

The use of pronunciation symbols is investigated in this paper, with emphasis on the pronunciation symbols used by the Rules of Correspondence Activity and based on the conventions employed in linguistics, the agreement and variety of the pronunciation symbols commonly used in textbooks and dictionaries, and a suggested set of pronunciation symbols for possible use by the Southwest Regional Laboratory (SWRL) in nontechnical documentation. Three tables provide further information on the pronunciation symbols used by various sources, the stress symbols used by several sources, and the number of dictionaries and textbooks using pronunciation symbols. (JM)

ED 111 001 CS 202 216

Robinson, Violet B.

The Time Has Come to Talk of Many Things: Language Development in the Kindergarten.

Pub Date 75

Note—13p.; Paper presented at the Annual Meeting of the National Conference on the Language Arts in the Elementary School (7th, Boston, Massachusetts, April 11-13, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Child Language, *Dramatic Play, Kindergarten, *Language Development, Language Enrichment, Primary Education, Role Playing, *Teaching Techniques, Vocabulary Development

Dramatic play, an activity for which children show a natural inclination, provides kindergarten children with the opportunities for acquiring new vocabulary, extending word meaning, acquiring and practicing verbal expression and syntactical patterns, and gaining in language facility. In order to foster this language development, kindergarten children should be supplied with substantive content around which they may interact, with additional information about the topic provided as they are ready for it. In this way, children can engage in dramatic play; then discuss their activity, relating it to the informational source (such as a film); and, finally, explore the consequences and alternatives so that the activity becomes a reflective experience. An example of the language growth resulting from dramatic play may be seen in the activities of a San Francisco kindergarten class whose initial play with ships developed into an understanding of and a verbalization about San Francisco harbor activity. (JM)

ED 111 002 95 CS 202 217

Castro-Gingras, Rosario

An Analysis of the Linguistic Characteristics of the English Found in a Set of Mexican-American Child Data.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—SWRL-TN-2-72-26

Pub Date 72

Note—21p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*American English, Child Language, Language Research, *Linguistic Performance, *Mexican Americans, Oral Expression, Primary Education

A set of data collected by researchers at the University of California at Riverside and presented to the Southwest Regional Laboratory (SWRL) is described in this document. The data consist of 14 hours of recorded interviews of 60 Mexican-American children in Riverside in grades 1-3. Comments are directed at the linguistic characteristics of the English spoken by the subjects. Those linguistic features that are distinct from Southwestern English are then noted. Further comments are directed at the quality of the materials and at the relevancy of the materials to present SWRL activity. (Author/JM)

ED 111 003 CS 202 218

Evertts, Eldonna L.

Variations of Syntax and Vocabulary in Children's Writing.

Pub Date Apr 75

Note—19p.; Paper presented at the Annual Meeting of the National Conference on the Language Arts in the Elementary School (7th, Boston, Massachusetts, April 11-13, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Composition (Literary), Composition Skills (Literary), Elementary Education, Grammar, *Language Development, Language Research, *Language Skills, *Syntax, Teaching Methods, *Writing Skills, Written Language

To write well is not a singular ability; it utilizes critical thinking, creativity, and a feeling for language. An examination of a number of pieces of writing by elementary school pupils shows that some are highly imaginative while others are informative reports, simple statements of events, colorful descriptions, or various forms of poetry. Style is generally informal and relaxed, as it relates closely to speech and implies that the reader or listener is interested in what is being presented. As the pupil becomes more aware of the English language and its syntactical structure, this knowledge can help give form to ideas. The question naturally arises whether the study of grammar can help improve writing. Over the past decade attempts to prove that the study of grammar can improve writing were not significant, but research on generative grammar instruction increased the proportion of well-formed sentences and the complexity of sentence patterns. More recently, a study reported that sentence-combining practices have a favorable effect on the writing skills of students. (RB)

ED 111 004 95 CS 202 219

Rudegeair, Robert E.

Assessment of Early Childhood Language Proficiency.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—SWRL-TN-2-72-44

Pub Date 11 Oct 72

Note—28p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Child Language, *Language Development, Language Patterns, *Language Proficiency, Linguistic Competence, Literature Reviews, Phonology, *Preschool Education, Syntax, *Test Construction

The linguistic state-of-the-art relevant to the construction of a battery of tests intended to yield language proficiency profiles of preschool children is surveyed in this paper. A basic assumption is that language data can be structured with a model that reflects stages in the development of control over phonological features, morphological units, and syntactic structures. Techniques for data collection and competence assessment are suggested. (Author/LL)

ED 111 005 95 CS 202 221

Berdan, Robert

The Use of Linguistically Determined Groups in Sociolinguistic Research. Professional Paper 26.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—SWRL-PP-26

Pub Date 73

Note—21p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Behavior Patterns, Caucasian Students, *Child Language, Comparative Analysis, Elementary Education, *Group Behavior, Interpersonal Relationship, *Language Research, *Language Usage, Negro Students, *Sociolinguistics

The established unit for reporting sociolinguistic data has been the sociologically determined group. Characteristically, only the mean rate of nonstandard usage for the group is reported for any linguistic feature. Such reporting obscures the possibility of linguistic heterogeneity within the group. Data from Los Angeles school children show that school classrooms are heterogeneous with respect to different forms of agreement usage. An alternative analysis is proposed in which children are grouped on the basis of linguistic criteria. Members of these groups share a common grammar. There is an implicational relationship among the grammars employed by such linguistically determined groups. The linguistically determined groups do not map exactly onto traditional sociologically determined groups. This relation may be expressed as the probability that a member of a sociologically determined group is a member of some linguistically determined group. This interpersonal variation may be distinguished from intrapersonal variation, or the probability that a rule of a particular grammar will apply. (Author)

ED 111 006 CS 202 222

Lukenbill, W. Bernard

Who Writes Children's Books? An Inquiry Into Selected Social Characteristics of American Authors for Children and Adolescents.

Pub Date 75
Note—17p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Adolescent Literature, *Authors, *Behavior Patterns, Childrens Books, *Childrens Literature, Social Attitudes, *Social Characteristics, Social Values

In order to learn more about contemporary authors of children's books and their sociological views, a study was conducted of a randomly selected sample of 220 Canadian and American authors living in either Canada or the United States. Biographical data was collected from the reference source "Something About the Authors" concerning sex, social class, education, place of birth and residence, marriage, children, political and religious affiliations, reference groups, and nonliterary or artistic occupations of authors. Findings show that authors of children's books tend to be white, middle-class married women with some college education, residing in the United States' northeast or west. They also tend to have children and to be occupationally identified with the higher, but not highest, prestige occupations. It is possible that the majority of these authors have held common social perceptions, but evidence shows that the recent demands of society have introduced authors from backgrounds in conflict with the established order who are now writing a different type of children's literature. (JM)

ED 111 007 CS 202 223
Edwards, Thomas O.
An Objective Evaluation of Expository Essays.
Pub Date 75
Note—8p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—College Students, Composition (Literary), *Composition Skills (Literary), Course Objectives, English Instruction, *Essays, *Evaluation Methods, *Expository Writing, Higher Education, *Models

An objective model for evaluating expository compositions is proposed in this article. The model requires that English composition instructors be cognizant of their instructional objectives and that they convey the criteria for a good essay to their students. The evaluation of compositions then is based on the manifestation of the stipulated criteria for good exposition. One implication of this model of evaluation is that it implicitly delineates the respective roles and responsibilities of the instructor and the learner. The evaluation instrument, which can be used for the evaluation of any type of written assignment, consists of an outline which breaks down various elements of expository composition and provides a numerical ranking system for their separate evaluation. (LL)

ED 111 008 CS 202 224
Olson, Miles C.
Subliminal Messages in Advertising.
Pub Date Mar 75
Note—5p.; Paper presented at the Annual Meeting of the Conference on English Education (13th, Colorado Springs, Colorado, March 20-22, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Communication (Thought Transfer), Illustrations, Imagery, Information Theory, *Publicize, Sex (Characteristics), *Visual Perception
Identifiers—*Subliminal Perception

The technique of subliminal information giving has been considerably broadened in recent years so that magazine ads now employ it by carefully hiding images where they are not usually perceived with the conscious eye. In his recent book, "Subliminal Seduction: Ad Media's Manipulation of a Not So Innocent America," Wilson B. Key demonstrates that subliminal messages in ads are perceived and do have an impact on attitudes and actions. After conducting his own personal search to find the "hidden persuaders," the author of this article was convinced that advertisements are full of hidden information, which is usually of a sexual nature. He suggests that it is important that English teachers become aware of this phenomenon, since it is a part of communication. Furthermore, he contends that we cannot accept or reject such information until we become conscious of it and are able to act on it in our normal, rational ways. (LL)

ED 111 009 95 CS 202 225
Peters, Richard
Continuous, Integrated and Sequential Communications Skills in Language Arts for Comprehensive Program Development: Grades 1-12.
New Hampshire Supervisory Union 58, Groveton.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Finance and Productivity Group. Experimental Schools Div.
Pub Date 75
Note—41p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Basic Skills, *Cognitive Objectives, *Communication Skills, Curriculum Guides, Elementary Secondary Education, *Language Arts, *Sequential Programs

The purpose of this document is to provide a continuous, integrated, and sequential list of basic language arts skills for grades 1-12. The skills are listed for each grade in appropriate categories (such as reading skills, written communication, oral communications, and language skills), with the expected level of competency (mastery, competency, or acquaintance) provided for each skill. (JM)

ED 111 010 CS 202 227
Carr, Joyce Ann Engel
The Interrelatedness of Present Course Offerings and Teacher Preparation in English Education in the Public High Schools of Nebraska.
Pub Date 74
Note—336p.; Ed.D. Dissertation, The University of Nebraska-Lincoln
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-16,869, MFilm $5.00, Xerography $11.00)
Document Not Available from EDRS
Descriptors—Doctoral Theses, *English Curriculum, English Education, Inservice Teacher Education, Preservice Education, *Public Schools, Secondary Education, State Surveys, *Teacher Education
Identifiers—*Nebraska

The purpose of this study was to analyze and compare English education in small, average, and large high schools in Nebraska to determine the status of their present English course offerings and of the preservice and inservice training of English teachers in relation to their academic and professional preparation. The three procedures used to collect the data were questionnaires sent to English teachers in 311 public secondary schools, visitations to a stratified random sample of 20 high schools to interview English teachers, and an analysis of the permanent records of the 1973 graduates in the schools visited to determine the courses they had taken. Result showed the following: students from small high schools tended to earn as much or more credit in English courses as those from average or large high schools; there were trends toward offering more advanced and more varied elective courses in English and toward the deletion of required literature courses; new curricula in the English program had a significant impact on Nebraska schools, with large and average schools involved in more curricular change; teachers in large and average schools had taken more graduate courses in English and education; and inadequate library space and facilities curtailed instruction in small schools. (Author/JM)

ED 111 011 CS 202 228
Clement, Jacqueline Parker
Designing and Implementing a Language Skills Program: A Study of the Process.
Pub Date 74
Note—75p.; Ed.D. Dissertation, Harvard University
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-16,858, MFilm $5.00, Xerography $11.00)
Document Not Available from EDRS
Descriptors—Elementary Education, English Instruction, *Language Arts, *Language Programs, *Language Skills, Performance Based Education, Program Descriptions, *Program Design, *Program Development

The purpose of this project was to facilitate the design and implementation of a language skills program in a small northern New England elementary school (K-6) and to document the process which the school used in accomplishing this task. When the staff was given the task of constructing the language skills objectives, a small curriculum committee emerged; it consisted of four teachers, the principal, the consulting teacher, and the assistant superintendent, also the author of this report. The instructional objectives were constructed through discussion or negotiation between a committee member and one or two other teachers not on the committee. Formal committee meetings merely reviewed and accepted, for the most part, the objectives that had already been agreed to by the small groups. An administrative strategy set the task but allowed professionals the opportunity to further articulate it, permitting and encouraging staff involvement in, and control of, the design process. The study concludes that staff acceptance of a final program for instructional change is contingent upon their involvement in the design process. This viewpoint is substantiated both by this study and by the organizational literature which discusses institutions similar to the public schools. (Author/RB)

ED 111 012 95 CS 202 231
Berdan, Robert
The Use of Convergent Communication for Linguistic Data Collection.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—SWRL-TN-2-72-29
Pub Date 72
Note—37p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Child Language, Data Collection, *Dialect Studies, Language Research, Language Usage, *Linguistic Performance, *Oral Communication, Primary Education, *Research Tools
Identifiers—*Convergent Communication Method

A structured elicitation technique, convergent communication, was investigated as a means of constraining the range of linguistic data from children in K-3 without unduly constraining the naturalness of the conversation context. The convergent communication situation is a two-person problem-solving task which ensures that all communication is verbal since the participants are seated on opposite sides of a visual barrier. The subjects, one pair of Anglo students in each grade K-3, were given tasks involving matching and sequencing pictures. The kindergarteners did not complete the tasks, and data from their interview has been excluded. The linguistic aspects investigated were the use of the copula, the use of questions, the use of possessives, and the use of comparative constructions. The relative frequency of these uses was compared with a study by Legum which elicited data from black children by naturalistic observation. The convergent communication technique appears to have value for use by those studying dialects. (MKM)

ED 111 013 CS 202 232
Niedermeier, Jerome L.
A Structured Approach to English Composition.
Pub Date 74
Note—286p.; Ph.D. Dissertation, Duquesne University
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-14,323, MFilm-$5.00, Xerography-$11.00)
Document Not Available from EDRS
Descriptors—College Freshmen, *Composition (Literary), Doctoral Theses, Generative Grammar, Higher Education, Linguistic Theory, Phrase Structure, *Sentence Structure, Structural Grammar, Traditional Grammar, *Transformation Generative Grammar, Transformations (Language)

A possible application of generative-transformational (phrase-structure) grammar to the teaching of English composition at the college freshman level is described in this dissertation, which presents a potential textbook for a course on language and its relationship to culture. Topics discussed include traditional grammar, the bases of phrase-structure grammar, the process of sentence generation, a simplified series of transformations, rhetorical concepts, and the applications of phrase-structure grammar and other concepts of linguistic analysis to the beginning study of literature, with several sample poetic analyses. Appended to the study are a discussion of the results of the use of this textual material in a series of freshmen composition courses and some

sample materials used in conjunction with the textual material. (Author/JM)

ED 111 014 95 CS 202 233
Legum, Stanley E.
An Examination of the Instructional Concepts Program for Potential Interference from Black English Dialect.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—SWRL-TN-2-71-05
Pub Date 71
Note—6p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Basic Vocabulary, *Interference (Language Learning), Kindergarten, *Negro Dialects, Primary Grades, *Program Evaluation, Reading Programs, *Vocabulary Development
Identifiers—Black English, *Instructional Concepts Program
The Instructional Concepts Program of the Southwest Regional Laboratory (SWRL) is designed to help kindergarten children learn the labels of concepts which are important to success in school. Since vocabulary differences are characteristic of dialect differences, it is possible that some items taught in the Instructional Concepts Program are harder to learn for speakers of Black English than for speakers of other dialects and that these items can be related to known dialect differences. To test for this possibility, the items and subtests from the 1969-70 tryouts exhibiting the greatest number of errors were examined for the schools believed to consist mainly of black children. No such interference was found. (MKM)

ED 111 015 CS 202 234
Kim, Hyun Kap
Selective Exposure and Foreign News: A Multivariate Analysis.
Pub Date 74
Note—133p.; Ph.D. Dissertation, Southern Illinois University
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-16,272, MFilm $5.00, Xerography $11.00)
Document Not Available from EDRS
Descriptors—*Behavior Patterns, Community Surveys, Doctoral Theses, *Journalism, *Newspapers, News Reporting, *Reading Habits, Reading Interests, Sex Differences, *World Affairs
This multivariate study examined attitudinal and demographic variables affecting the degree of foreign news exposure on the basis of the data collected from 102 daily newspaper readers in Carbondale, Illinois. The data were obtained in personal interviews with the respondents. The ultimate goal of the study was to contribute to the investigation of selectivity in news reading, a mediating factor of effects of mass communication. The selective-exposure hypothesis--that people seek out consonant information that supports their existing views and avoid dissonant information which challanges their attitudes and interests--was tested in relation to foreign news reading. Results indicated that readers' selectivity, as well as their sex, was a significant predictor of the degree of foreign news reading. The hypothesis that male readers generally have a higher degree of foreign news exposure than female readers was accepted. Results of the study indicating that education and socioeconomic status were not significant predictors of foreign news exposure appear to contradict previous findings. (Author/TS)

ED 111 016 CS 202 235
Wilcox, Dennis Lee
The Press in Black Africa: Philosophy and Control.
Pub Date 74
Note—483p.; Ph.D. Dissertation, University of Missouri-Columbia
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-16,074, MFilm $5.00, Xerography $11.00)
Document Not Available from EDRS
Descriptors—*African Culture, *Censorship, *Comparative Analysis, Doctoral Theses, Freedom of Speech, *Government Role, *Journalism, Mass Media, National Surveys, Press Opinion, Surveys
Identifiers—*Africa
This dissertation is a descriptive, comparative study of press-government relationships in the 34 nations of independent Black Africa south of the Sahara. Excluded from consideration are territories under European administration and those nations that have white minority governments. The 34 sovereign states are analyzed and systematically classified according to a common set of criteria that deal primarily with press restraints in these nations. The chapters deal with the colonial legacy in independent Black Africa, the role and function of mass media in contemporary Africa, and the classification of nations into types of press philosophies. Data for the dissertation is primarily derived from a mail questionnaire which was sent to 600 potential informants in the 34 nations. Another primary source of data was personal interviews with personnel at African embassies in Washington, D.C. Over 200 books, articles, and interviews are listed in the bibliography. It is concluded that broadcasting is becoming more professionalized but still remains under the direct control of the president or ministry of information in most countries. (Author/TS)

ED 111 017 CS 202 236
Ellis, Patricia Lee, Dean R.
Teacher Requirements in the Composition Skills, Spelling, and Drama Instructional Systems and the Implications of the Requirements for Training Systems.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—SWRL-TN-5-71-59
Pub Date 71
Note—8p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Composition Skills (Literary), Dramatics, *Instructional Systems, Primary Education, Spelling Instruction, *Teacher Education, *Teaching Methods, *Teaching Skills
This document describes teacher requirements in three different instructional systems and the implications of the requirements for teacher training. Short descriptions of the composition skills, spelling, and drama systems produced by the Southwest Regional Laboratory (SWRL) are given. Materials and procedures are briefly described for each system, and each system's interface with other SWRL programs is noted. General tasks the teacher must be trained to perform are derived from the program objectives. (Author/MKM)

ED 111 018 95 CS 202 237
Okada, Masahito Baker, Sue
The 1970-1971 Classroom Tryout of the Revised SWRL First-Grade Composition Skills Exercises (CSE 1).
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—SWRL-TN-3-71-05
Pub Date 71
Note—15p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Communication Skills, *Composition Skills (Literary), Grade 1, *Instructional Programs, Language Research, Primary Education, *Program Development, *Program Evaluation, Questionnaires, *Writing Exercises
Identifiers—*Composition Skills Exercises
The Southwest Regional Laboratory (SWRL) First-Grade Composition Skills Exercises are designed to aid in the development of composition skills of first-grade children. The program consists of 64 two- or four-page exercises which were designed to correspond with the developing writing abilities of first-grade pupils. The tryout of the program followed a spring 1970 tryout; it began in September 1970 and ended in June 1971. The tryout population consisted of 14 first-grade classes in San Diego using the Second-Year Communication Skills Program. Since extensive performance data demonstrating the effectiveness of the program had already been gathered in the spring 1970 tryout, program evaluation was limited to feedback from six teachers concerning the program revisions. (Author/MKM)

ED 111 019 95 CS 202 238
Winkeljohann, Rosemary, Ed.
Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation, 1975.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.
Pub Date 75
Contract—NEC-400-75-0029
Note—35p.; Prepared for the Committee on Curriculum Bulletins of NCTE
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 39515, $0.95 nonmember, $0.75 member)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Annotated Bibliographies, Curriculum Evaluation, *Curriculum Guides, Curriculum Planning, Elementary Secondary Education, English Instruction, *Evaluation Criteria, *Language Arts, Program Development
The curriculum guides listed, with annotations, in this publication have been collected to publicize good curriculum planning and guide writing and to serve as models for schools revising their programs and seeking a variety of sample frameworks, units, and lesson plans. Contents consist of guides reviewed and recommended in 1973, 1974, and 1975; revised lists of criteria for the planning and evaluation of English language arts curriculum guides; a list of the members of the 1975 National Council of Teachers of English Committee on Curriculum Bulletins; and information for ordering ERIC documents. (JM)

ED 111 020 CS 202 239
A Student's Guide to Reference Resources in Spanish Literature.
McGill Univ., Montreal (Quebec). McLennan Library.
Pub Date 73
Note—17p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Annotated Bibliographies, *English Instruction, Higher Education, *Literary Criticism, Literature Guides, Reference Materials, *Resource Guides, Spanish Americans, *Spanish Literature
Compiled to assist students in studying the literature of Spain and Spanish America, this annotated guide contains brief listings in each of the following categories: bibliographies of bibliographies; histories of literature; dictionaries, literature; encyclopedias; dictionaries, language; biography; bibliographic guides; sources of literary criticism; general bibliographies; literary bibliographies, theater; literary bibliographies, poetry; bibliographies of works about individual authors; guide to journals; national and trade bibliographies; theses guides; and translations and translation sources. The guide is arranged to lead the student from sources which provide an overview of the literature to literary criticism and specialized bibliographies. Tools for verifying titles, editions, and other information are included, as are sources for translations. (JM)

ED 111 021 95 CS 202 240
Institutes in Adult Basic Education; Three Week Institute for Training Experienced Teachers to Teach Standard English to Adults with an Education Equivalency of Eighth Grade or Less (A TESOL Project). Final Report.
Wisconsin Univ., Milwaukee. Dept. of Language Labs.
Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.
Bureau No—950109
Pub Date 71
Contract—OEC-0-9-591109-4237(323)
Note—62p.; Some pages have small type which may result in poor reproducibility
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Adult Basic Education, Adult Education, American English, Educational Programs, *English (Second Language), Language Instruction, Standard Spoken Usage, *Summer Institutes, *Teacher Education
Two three-week institutes in adult basic education, with emphasis on teaching English to speakers of other languages or dialects, were held

at the University of Wisconsin in the summer of 1969. The institutes attempted to train and upgrade a number of culturally and linguistically sophisticated language teachers for adult basic education so that their skills would help remove the barriers hindering adults having an eighth-grade education or less whose linguistic backgrounds differ from those of speakers of standard American English. This document reports on the purpose, curriculum, curricular resources, additional sessions, speakers and consultants, dissemination of research and materials, recommendations, and conclusions and results of these institutes. Additional information consists of recruitment forms, instructional staff materials, various schedules, and lists of instructional staff and participants. (JM)

ED 111 022 95 CS 202 241
Schwab, Donna
Black English and Rule-Based Spelling Output.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—SWRL-TN-2-71-02
Pub Date 25 Mar 71
Note—19p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Dialect Studies, Distinctive Features, *Error Patterns, Mexican Americans, *Negro Dialects, *Spelling, Spelling Instruction
The question of whether the Black English dialect affects the spelling performance of children who speak Black English is explored in this paper. Evidence is cited from existing research to show that Black English speakers make significantly more dialect-related errors than do non-Black English speakers. The various Black English features which may cause dialect-related spelling errors are discussed, predicted misspellings are noted, and new homophone sets created by Black English pronunication are described. Finally, suggestions for empirical research and questions to be explored in relation to dialect and the Southwest Regional Laboratory (SWRL) rule-based spelling program are posed. Appendixes include an outline of Mexican-American dialects and spelling and an explanation of symbols used in the paper. (JM)

ED 111 023 CS 202 242
Ohmann, Richard, Ed. Coley, W. B., Ed.
Ideas for English 101: Teaching Writing in College.
National Council of Teachers of English, Urbana, Ill.
Pub Date 75
Note—240p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 22450, $3.95 nonmember, $3.75 member)
EDRS Price MF-$0.76 HC-$12.05 Plus Postage
Descriptors—College Freshmen, *Composition (Literary), Composition Skills (Literary), *Educational Theories, *English Instruction, Higher Education, Instructional Materials, *Teaching Methods, Writing Skills
The articles in this book are concerned with teaching composition in freshman English courses. They were first published in "College English" during the years from 1966 to 1975. These selections represent both the theoretical discussions and the technical plans which were put forth in a period when freshman English was being dropped as a required course in many colleges. The contents are divided into the following two sections: "What Should Freshman English Be? Methods and Controversies" and "Tactics." Among the essays included are "Toward Competence and Creativity in the Open Class" by Lou Kelly, "The Teaching of Writing as Writing" by W. E. Coles, Jr., "Hydrants Into Elephants: The Theory and Practice of College Composition" by George Stade, "Behavioral Objectives for English" by Robert Zoellner,"Topics' and Levels in the Composing Process" by W. Ross Winterowd, "Using Painting, Photography and Film to Teach Narration" by Joseph Comprone, "Teaching Freshman Comp to New York Cops" by David Siff, "Cassettes in the Classroom" by Enno Klammer, and "What Students Can Do to Take the Burden Off You" by Francine Hardaway. (JM)

ED 111 024 CS 202 243
Follettie, Joseph F.
On Size of the Lexical Domain for Primary Education.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—SWRL-TM-1-71-7
Pub Date 71
Note—19p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Concept Formation, *Dictionaries, *Fundamental Concepts, *Lexicology, Primary Education, Reading Research
The specification of a lexicon, centering on the referential base concept and compiled for primary education, is explored in this paper. Classification of a sample of 518 entries from a desk dictionary into one of five categories is discussed, and analysis of the 266 entries in the fourth category (base concept-naming entries) according to the base word and its associated entries is illustrated in a table. (JM)

ED 111 025 CS 202 245
Shapiro, Stephen R., Ed. Place, Richard, Ed.
Artists in the Classroom.
Connecticut Commission on the Arts, Hartford.
Spons Agency—National Endowment for the Arts, Washington, D.C.
Pub Date 73
Note—124p.
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—*Art Activities, *Artists, Case Studies, *Class Activities, Classroom Techniques, *Creative Activities, Creative Art, Creative Expression, Creativity, *Educational Programs, Elementary Secondary Education, Music
Identifiers—*Artists in the Classroom, Connecticut
Since 1970, the Connecticut Commission on the Arts has sponsored educational programs in which artists participate actively in the classroom with students and teachers. This book contains eight case studies showing the effects of visiting artists in eight Connecticut schools. Topics of these studies are song writing, dance movement in suburbia, art as a natural element, talking drums, a 30-day musical jam session, caustic merriment, creating an alternate school, and an interdisciplinary improvisation. Three additional chapters discuss efforts to develop longer term residencies for artists in two schools; the successes and failures of the new Poets in Colleges program; and the function, needs, and programs of artists assigned to schools. An annotated list of the participants is included. (JM)

ED 111 026 CS 202 246
Language Speaking, Writing, Listening: A Suggested Guideline for the Junior Division, Board of Education for the City of London (Ontario).
London Board of Education (Ontario).
Pub Date Jun 74
Note—56p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Composition (Literary), Creative Writing, *Curriculum Guides, Elementary Education, *English Instruction, Intermediate Grades, *Language Arts, Language Skills, Language Usage, Listening, Literature Appreciation, Reading, Speaking
This booklet consists of guidelines for teaching language usage and skills, oral and written composition, and listening in the fourth, fifth, and sixth grades. A statement of approach introduces the three main sections of the guide. In the first section, programs are detailed in charts under the following four categories for each of the three grades: language usage and skills, writing, speaking, and listening. The second section, on aids to teaching, lists suggested activities for all three grades on the following topics: using literature to foster speaking, listening, reading, and writing; social courtesies; oral communication; creative writing; and language notebooks. The final section provides guidelines for teacher self-evaluation in teaching the language arts skills. A brief list of useful reference texts is included. (JM)

ED 111 027 CS 202 248
Rodrigues, Raymond J.
A Comparison of the Written and Oral English Syntax of Mexican American Bilingual and Anglo American Monolingual Fourth and Ninth Grade Students (Las Vegas, New Mexico).
Pub Date 74
Note—13p.; Paper presented at the Annual Meeting of the Association of Teachers of English to Speakers of Other Languages (Denver, Colorado, March 5-10, 1974)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—American English, *Bilingualism, Bilingual Students, Elementary Secondary Education, *Language Usage, Mexican Americans, *Monolingualism, Native Speakers, Spanish Speaking, Standard Spoken Usage, *Syntax, Written Language
In comparing the written and oral English syntax of Mexican-American bilingual and Anglo-American monolingual students, this study sought to learn specifically whether these two groups of students represent the same speech population in English syntactic use. A total of 70 subjects were randomly selected for the four groups (bilingual and monolingual fourth and ninth graders). Each subject was taped in an interview to acquire a sample of oral language production--free speech--while free writings in class were used for written production. Oral and written samples were divided into T-units, and 20 T-units of each language production were randomly sampled for each student and then analyzed to test for central tendency, dispersion, and skewness. Results showed that the bilingual and monolingual students do represent the same language population in English syntactic usages, except in ninth-grade written average clause length. However, the study raises questions, and the subject warrant's further research. (JM)

ED 111 028 CS 202 249
Auerbach, Leo
An Evaluation of Competency-Based Teacher Education by a Former Industrial Worker/Foreman/Production Supervisor.
Pub Date Mar 75
Note—8p.; Paper presented at the Annual Meetings of the Conference on English Education (13th, Colorado Springs, Colorado, March 20-22, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Educational Improvement, Educational Philosophy, Educational Research, Higher Education, Literature Reviews, *Performance Based Teacher Education, Teacher Education, *Teaching Models, *Teaching Skills
Competency Based Teacher Education (CBTE) may be gathering a bandwagon momentum and arousing high expectations, but it needs a realistic examination. Some of the advantages of the CBTE movement are that it specifies student and teacher outcomes, helps individualize instruction, brings about cooperation between the public schools and the colleges in working out plans for improving education, and focuses attention on some of the major areas in education that need improvement. Some of the problems with CBTE are that there is an inadequate research base for identifying the factors which produce effective teaching, and any attempt to relate teacher skills to student achievement does not offer an empirical basis for the prescription of teacher training objectives. To the extent that CBTE omits consideration of variables like school, community, and home factors related to student achievement, the movement cannot support its claim of being scientific. Industry can teach some lessons about competency that are useful to the CBTE movement, but it also must be remembered that education is not a production process. Finally, it must be remembered that working to improve teacher education must not divert educators from working for overall reform. (RB)

ED 111 029 CS 202 250
Butler, Patricia A.
Evaluation of the First-Grade Spelling Component.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—SWRL-TM-3-71-08
Pub Date 71
Note—32p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Communication Skills, Grade 1, *Language Skills, Primary Education, *Reading Instruction, *Spelling, *Spelling Instruction, Teaching Methods, *Word Study Skills
A component tryout of first-grade spelling was conducted using students who received concur-

rent reading instruction based on Southwest Regional Laboratory (SWRL) materials. Pretest and posttest measures obtained from four comparable first-grade classes were used as baseline data against which to judge program effectiveness. This report describes the results of the tryout of the first-grade spelling component. In most instances, weekly performance in tryout classes approximated or exceeded the 80 percent level. Posttest scores for tryout classes averaged 62 percent, 17 percent higher than the average of the comparison classes. The decline in performance from weekly test levels coupled with differences in performance on practice and transfer words suggests that the program's word attack procedures should be strengthened. Specific recommendations for improving these procedures are described, and suggestions are provided for modifying content, the word sequence, and teacher materials. (Author/LL)

ED 111 030 CS 202 251
Butler, Patricia A.
Content and Specifications for the Mod 1 1970 Spelling Program.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—SWRL-TN-3-71-2
Pub Date 71
Note—18p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Primary Education, *Program Content, Program Descriptions, Reading Programs, *Spelling, *Spelling Instruction
This paper briefly describes the organization and content of the Southwest Regional Laboratory (SWRL) Mod 1 Spelling Program and its relation to the SWRL Reading Program. The Mod 1 Spelling Program includes 190 words and consists of 22 lessons. Eighteen of the 22 lessons are based on review lists which are composed individually for each participating class on the basis of test results from the preceding four or five weeks of instruction. To produce compatibility of the reading and spelling programs, the Mod 1 Spelling Program gives primary status to word elements rather than to individual phonemes. With the exception of certain transfer words, all words included in the spelling program also occur in the reading program. The general objectives of the spelling program parallel those of the reading program in that both concentrate on the learning of transferable skills as well as on the learning of specific elements and words. Appendix A is a program outcomes chart. Appendix B gives samples of practice exercise items. (TS)

ED 111 031 CS 202 254
Billiard, Charles E.
Dialectology and the Process of Discovery in the Classroom.
Pub Date 75
Note—15p.; Paper presented at the Annual Meeting of the Conference on English Education (13th, Colorado Springs, March 20-22, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Dialect Studies, Higher Education, Language Usage, Linguistics, Regional Dialects, *Social Dialects, *Teacher Attitudes, *Teacher Education
This paper describes a graduate course for language arts teachers at Georgia State University in Atlanta, titled Social Dialects and Language Learning. Classroom procedures and activities in the course were organized into five cumulative, related phases to engage the teachers in useful fieldwork in order to achieve major objectives of the course. In the first phase of the work, teachers were asked to write a linguistic autobiography. The second phase of the work aimed at expanding the teachers' awareness of phonological, lexical, and grammatical contrasts in the idiolects of members of small groups formed in classes. The third phase was the preparation for the actual fieldwork, using a questionnaire as an instrument for investigating the language usage of others. The fourth phase involved the organization and management of language data for investigating the variation of language in several dimensions. The fifth phase involved speculation about the causes of language variation in terms of historical, social, and psychological factors. It is concluded that teachers showing respect for the speech of all students in their classes may provide an excellent way of combating language prejudice by affecting the attitudes of the next generation of adults. (TS)

ED 111 032 CS 501 086
Ruben, Brent D. *Andriate, Gregory S.*
The Academic Convention: Notes Toward an Evaluative Framework.
Pub Date Apr 75
Note—22p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, April, 1975); Flow chart removed because of type size
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Communication (Thought Transfer), Conference Reports, *Conferences, Educational Research, *Evaluation Methods, Higher Education, *Information Dissemination, Meetings, Organizational Communication, *Organizations (Groups), *Research Methodology
Beyond being of therapeutic and social value and of short-run utility for individual attendants, interactions at academic conventions may, in fact, affect the directions of research within a particular discipline for years thereafter. The convention provides a forum for the diffusion of theoretical, methodological, and empirical information that precedes publication in at least one field by an average of 15 months. Conventions facilitate formal exchanges of information and the development of informal linkages. They allow for a larger number of different interpersonal linkups than any other context available to members of a discipline, and they serve important function in the development and refinement of the sense of identity both for the sponsoring association and the parent discipline. Conventions, viewed as information diffusion, exchange, and utilization mechanisms, are as amenable to description, prediction, and control as are other information systems. A list of various research methods, which can be used for assessing the nature, function, and outcomes of particular conventions and convention sessions in these contexts, is included. (LL)

ED 111 033 CS 501 102
Edney, C.W. *Barker, Randolph T.*
Conflict and Conflict Resolution: A Bibliography.
Pub Date Jun 75
Note—45p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Bibliographies, *Communication (Thought Transfer), *Conflict, *Conflict Resolution, *Human Relations, International Law, Interpersonal Problems, Organizational Climate, Politics, Problem Solving, Social Problems
The role of communication in conflict and conflict resolution is the focus of the items listed in this two-part extensive bibliography. Entries are arranged alphabetically and are listed under the following five categories in each section: intrapersonal and interpersonal conflict, group and societal conflict, organizational conflict, political and international conflict, and theoretical bases of conflict. (JM)

ED 111 034 CS 501 103
Demarest, Janice Lyski
A Sociolinguistic Study of Christian Science Oral Testimonies. Working Papers in Sociolinguistics Number 26.
Social Science Research Council, New York, N.Y. Committee on Sociolinguistics.; Southwest Educational Development Lab., Austin, Tex.
Pub Date 75
Note—50p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Language Role, Language Usage, *Mutual Intelligibility, *Religion, Religious Cultural Groups, Religious Factors, *Sociolinguistics, *Verbal Communication
Identifiers—*Christian Science, Transcendent Communication
A sociolinguistic, ethnographic analysis of Christian Science oral testimonies is reported in this study. The study is based on the analysis of transcripts of four testimonial meetings of a branch church, interpreted through knowledge of Christian Science official literature, informal interaction with Christian Scientists, and knowledge of other testimonial meetings attended by the author over a one-year period. While traditional social science and linguistic approaches are drawn on, this study differs qualitatively from these approaches by focusing primary attention on the situated production of these speech acts as accomplishments of a particular community. The purpose of this ethnography is to demonstrate how the management of these acts achieves the communication of a complex, shared transcendence which is analyzed as a coparticipation in a transcendent province of meaning which unites Christian Scientists as a community. While this study focuses exclusively on particular speech acts of one community, it is suggested that the methods used are applicable to the study of transcendent communication in general. (Author/JM)

ED 111 035 CS 501 104
Maffeo, Gilbert J.
Multivariate Data Analysis: A Systems-Process Approach to the Study of Human Communication.
Pub Date 75
Note—17p.; Paper presented at the 1975 Purdue University Post Doctoral Honors Seminar; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—*Communication (Thought Transfer), *Data Analysis, *Factor Analysis, Research, *Statistical Analysis, Systems Analysis, *Systems Approach
The use of multivariate techniques in the study of human communication gives the researcher the opportunity to view man's behavior in greater totality than the univariate methods. Human behavior can then be viewed in terms of process. Smith, in discussing the idea of process in communication research, states that "more complete explanations will be developed through attempting to employ more wholistic perspectives rather than by accumulating the results of individual analytic studies." It is suggested that through this view the complexity and multidimensionality of man can be considered. One statistical multivariate technique that attempts to view the interrelationships of components is factor analysis. The use of principle axis factor analysis is common in data reduction to simple structure. Another use for factor analysis is hypothesis testing. It is also suggested that greater use of this tool in determining the strength of an attitude in relationship to other attitudes would be of great help in communication. (LL)

ED 111 036 CS 501 105
Woods, Alan
The Teaching and Reporting of Theatre History: Technological Advances and Possibilities.
Pub Date 75
Note—10p.; Paper presented at the 1975 Annual Meeting of the American Theatre Association; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Drama, Educational Research, Filmstrips, *History, Instructional Materials, Photography, Production Techniques, Slides, *Teacher Developed Materials, *Theater Arts, Video Tape Recordings, *Visual Aids
Since the most immediate and efficient method of illustrating lectures on the history of the theatre is by using visual aids, theatre historians should learn the best ways of creating and using such aids as slides, slide/tape packages, commercially produced films and filmstrips, and video cassettes and tapes. These aids have characteristics which make them appropriate for different facets of a theatre program, especially in classroom instruction. However, some of them may also be used successfully in reporting research results, particularly those of performance reconstructions. Theatre historians must give more attention to reconstruction through actual performance and to recording those reconstructions for the benefit of other historians. Thus, graduate theatre programs should include basic photography and videotaping techniques. (JM)

ED 111 037 CS 501 106
Avery, Robert K.
PBS's Station Program Cooperative: A Political Experiment.
Pub Date Apr 75
Note—14p.; Paper presented at the Annual Meeting of the International Communication Association (25th, Chicago, Illinois, April 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Financial Support, *Material Development, *Programing (Broadcast), *Program Planning, *Public Television
Identifiers—*Public Broadcasting Service
The Public Broadcasting Service (PBS) has developed a new means of financing a portion of PBS' national programing--the "Station Program Cooperative" (SPC). Established in April 1974, the SPC is the product of a multifaceted attack on three critical and interrelated problems: (1) an increasing scarcity of funds for national programing; (2) a need for long-range financing for public broadcasting; and (3) political opposition to a centrally administered public television system. The SPC provides a mechanism for the nation's public television stations to select desired programs from a pool of available offerings, thus dimishing central control of national program selection. By sharing the production costs of the programs they select, the SPC taps a new source of funding for national programs, thereby providing programing that might otherwise be unavailable. And finally, by addressing itself to the problems of political opposition to a centrally administered system and developing a strategy for internal economic stability, the SPC indirectly addresses the problem of long-range financing. (LL)

ED 111 038 CS 501 107
Jain, Nemi C., Ed. Cummings, Richard L., Ed.
Intercultural Communication and Teacher Education; Proceedings of the Conference Held at the University of Wisconsin-Milwaukee, September 19-20, 1974.
Milwaukee Urban Observatory, Wis.
Pub Date 75
Note—157p.; Figures on p. 16 may have poor reproducibility
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—*Conference Reports, Cultural Awareness, Cultural Factors, *Educational Programs, Elementary Secondary Education, Human Relations, *Intercommunication, *Intercultural Programs, Objectives, Teacher Attitudes, *Teacher Education
The conference, the proceedings of which are reported in this document, was designed to provide a forum for the exploration of goals, programs, and prospects for intercultural communication and human relations dimensions of teacher education. The first part of the proceedings consists of the welcoming remarks, the keynote address, and a discussion of the need for intercultural communication training for teachers. The second part is a report of the symposium and discussion on human relations training codes and the prospects for such codes in four midwestern states, while the third section contains a presentation and related dialogue concerning specific concepts and techniques for intercultural communication training for teachers. The fourth part is a report of the symposium and discussion of specific human relations training programs in three teacher education institutions in Wisconsin. Also included are an evaluation of the conference and appendixes listing conference resource persons, conference participants, materials distributed or displayed at the conference, and additional background materials. (JM)

ED 111 039 CS 501 108
King, Nancy
Giving Form to Feeling.
Pub Date 75
Note—317p.
Available from—Drama Book Specialists/Publishers, 150 West 52nd St., New York, New York 10019 ($8.95 paper)
Document Not Available from EDRS
Descriptors—*Aesthetic Education, Class Activities, *Dramatic Play, Instructional Materials, *Learning Activities, *Nonverbal Communication, Poetry, *Sensory Training, Teaching Methods
This book is about using movement, shape, color, texture, rhythm, sounds, and words to express ideas, attitudes, and feelings. It is about learning to be open to one's feelings and the feelings of others. The first four chapters deal with questioning, groundwork, and evaluation; they discuss such topics as arranging space, teacher participation, solving practical problems, exploring dreams, and student-student questions. The four sections of chapter 5 offer various learning activities which involve working with ballons, making monsters, exploring strange positions, relaxing, working with nonverbal cues, expanding sensory awareness, complaining, using a still camera, using color to stimulate response, performing personal drama, sending messages, role playing, composing sound stories, writing poetry, and using a fairy tale. (TS)

ED 111 040 CS 501 109
Newcombe, P. Judson, Ed. Allen, R. R., Ed.
New Horizons for Teacher Education in Speech Communication: Report of the Memphis Conference of Teacher Educators.
Pub Date 74
Note—185p.
Available from—National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076 ($5.75 paper)
Document Not Available from EDRS
Descriptors—Academic Standards, Behavioral Objectives, Conference Reports, Educational Improvement, Higher Education, *Speech Education, *Speech Instruction, *Teacher Educators, Teaching Methods
This report describes the teacher educator's search for professional identify; the implications of previous research and development efforts for teachers of speech communication; the use of instructional domains, systems approaches, and behavioral objectives in speech communication instruction; the committee recommendations and rationales arrived at during the Memphis conference; the special-interest caucus summaries and recommendations; and an overview of the accomplishments of the Memphis conference. The report includes appendixes on the conference format, conference participants, and participant assignments, and it concludes with an index of conference recommendations. (RB)

ED 111 041 CS 501 110
Kleinhans, Charles Lesage, Julia
A Systematic Approach to Audience Response to Film.
Pub Date Mar 73
Note—35p.; Study done at Indiana University; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Aesthetic Education, *Art Appreciation, *Audiences, *Communication (Thought Transfer), *Films, Film Study, *Visual Literacy
This paper is divided into three parts, the first discussing the necessary conditions for an adequate response to Godard and Gorin's film "-Vent d'Est." It is suggested that the film demands both cinematic and political sophistication on the part of the viewer and that the audience must accept the flatness, the "deconstruction" of the cinematic image, and be guided by the sound track. Part 2, "A Paradigm: The Ecology of Film,'" presents a global paradigm which takes into consideration the whole film process from inception to reception, regardless of the historical period the film is received in. The film as a system is divided into six distinct aspects or subsystems of the film process, and the relationships between these subsystems is elaborated on. The third part, "Categories of Audience Response in Film Viewing," offers a second paradigm in which film response is broken down into the following types: simple, compound, complex self-reflective, and complex self-critical. Each of these types of responses is further subdivided into emotional, intellectual, and a combination of both. It is asserted that there is no such thing as a "pure aesthetic" response. (LL)

ED 111 042 CS 501 111
Gaede, Carol Jean
Feedback in the Oral Interpretation Classroom: The Development and Application of a Communications Model to the Structure of the Verbal Feedback of the Critique Session.
Pub Date 74
Note—205p.; Ph.D. Dissertation, Southern Illinois University
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-13,235, MFilm $5.00, Xerography $11.00)
Document Not Available from EDRS
Descriptors—Class Activities, Communication (Thought Transfer), Higher Education, *Interpersonal Relationship, *Interpretive Reading, *Speech Instruction, *Teaching Models, *Verbal Communication
Identifiers—*Critique Sessions
This study presents a theory of oral interpretation as a communicative art. Oral interpretation is defined as a process of preparation, performance, and feedback. A descriptive model of feedback as an intrapersonal and then interpersonal communication process is developed. This process is described as containing the three subprocesses of description, interpretation, and evaluation. The study utilizes the three-stage model to structure the verbal feedback of the oral interpretation critique session. In order to utilize the model to provide a structure for the critique session, a series of examples of typical feedback given in an oral interpretation critique session was developed. These examples were then analyzed as to their deficits and restructured around the three-stage model. The suggestions for further research in this study indicate that the model may prove useful not only in oral interpretation classroom critique sessions but for critique sessions in classes involving public speaking and the performing arts as well. (RB)

ED 111 043 CS 501 112
Bailey, Donn F.
An Appraisal of the Effect of a Teaching Program Based on Structural Method and Using Goal Setting.
Pub Date 74
Note—117p.; Ph.D. Dissertation, The Pennsylvania State University
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-12,716, MFilm-$5.00, Xerography-$11.00)
Document Not Available from EDRS
Descriptors—Basic Skills, Communication (Thought Transfer), *Communication Skills, Doctoral Theses, Educational Research, *Goal Orientation, Language Skills, *Program Evaluation, Racial Differences, Study Skills, *Summer Programs, *Teaching Methods
An appraisal of the study skills component of the Equal Opportunities Program's Summer Intensive Program at Pennsylvania State University in 1973 is the subject of this dissertation. Evaluation of certain aspects of this program was undertaken to determine whether a given teaching strategy (based on the structural method utilizing goal-setting techniques) works without bias toward race or sex. The hypotheses were that no difference will be found in performance of blacks and whites, males and females, on goal attainment; and that no difference will be found in the performance of blacks and whites, males and females, based on comparison of pretest and posttest scores. The study concluded that insofar as the writer was able to count and measure, there was consistent goal accomplishment with minimal disparity between races and sexes. The indication is that goal setting and goal attainment techniques inherent in the structural method might be a more powerful influence in learning basic communication skills than either race or sex. (Author/JM)

ED 111 044 CS 501 113
Moenter, Barry, Ed.
Communication: A 4-H Teen Intern Report.
Extension Service (DOA), Washington, D.C.
Pub Date 74
Note—7p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Audiovisual Communication, *Communication (Thought Transfer), *Internship Programs, *Journalism, Leadership, *Media Technology, News Media, *Photography, Production Techniques, Public Relations, Radio, Television
Identifiers—*4 H Teen Intern Report
This report summarizes and evaluates the experiences of a member of a three-week teen internship program in communications which was held at the National 4-H Center, Washington, D.C., during the summer of 1974. Specific activities in which the intern participated are discussed. The interest emphasis was on photojournalism. (MKM)

ED 111 045 95 CS 501 114
McBath, James H. Burhans, David T., Jr.
Communication Education for Careers.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.
Pub Date 75

Contract—NEC-400-75-0029
Note—150p.
Available from—Speech Communication Association, 5205 Leesburg Pike,Falls Church, Virginia 22041 ($4.50 non-members, $3.95 members)
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—*Career Education, *Career Planning, Communication (Thought Transfer), Curriculum Design, *Employment Opportunities, Futures (of Society), Higher Education, Internship Programs, *Speech Curriculum, *Speech Education, State of the Art Reviews, Teacher Education Curriculum

Speech education curriculums have been concerned primarily with teacher education. Now, speech communication educators are faced not only with the pressures of decreasing opportunities for their majors in the traditional academic marketplace, but also with the challenges of newly emerging possibilities for career roles. There is no fundamental incompatibility between liberal education and career education, and both are essential in a complex technological society. Some of the vocational areas which speech communication graduates have entered are public relations and advertising, personnel, business, industry, government, law enforcement, entertainment, social services, sales, and the ministry. Thus, there is a continuing need for persons competent in communications skills in many vocations. Career counseling, mini-minors in vocational fields, and internships in career relevant areas are ways of preparing communication majors for employment. Ways for colleges to develop and implement a career-oriented approach to communication education are explored. (MKM)

ED 111 046 CS 501 115
Minimal Performance Objectives for Communications Skills Education in Michigan.
Michigan State Dept. of Education, Lansing.
Pub Date 74
Note—46p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Communication Skills, Composition Skills (Literary), Educational Assessment, *Educational Objectives, Elementary Secondary Education, Listening Skills, *Performance, Reading Skills, Speaking

The performance objectives for communication skills outlined in this document were developed over a two-year period by teachers and specialists throughout Michigan. Objectives are listed for reading skills, speaking/listening skills, and writing skills at each of three levels--third, sixth, and ninth grades. Examples and comments are also provided as sub-categories of the objectives. It is believed that assessment every three years allows ample latitude for the differing growth rates of students, but that teachers will also need to make interim checks of formative skill acquisition with a more elaborate system. An appendix lists the contributors to the development of the skills objectives. (JM)

ED 111 047 CS 501 116
Hand, Samuel B., Ed.
The Oral History Review, 1975.
Oral History Association, New York, N. Y.
Pub Date 75
Note—114p.
Available from—Ronald E. Marcello, Executive Secretary, Oral History Association, North Texas State University, P.O. Box 13734, NTSU Station, Denton, Texas 76203 ($3.50 paper)
Document Not Available from EDRS
Descriptors—American History, Ethics, Higher Education, *History, National Surveys, Nurses, *Oral Communication, Secondary Education

The contents of this issue of the "Oral History Review" include eight articles, Oral History Council reports, and lists of the sites of future oral history colloquiums, of Oral History Association publications in print and in microform, and of contributors. Titles of articles and authors are as follows: "Oral History Comes of Age" by Samuel Proctor, "The Future of Oral History" by William W. Moss, "Reflections on Ethics" by Amelia R. Fry, "I Sensed the Challenges': Leaders among Contemporary U.S. Nurses" by Gwendolyn Safier, "The Use of Oral History in Teaching: A Report on the 1974 Survey," "Some Psychological Factors Involved in Oral History Interviewing" by Robert Menninger, "Meditations on the New Bowker Guide" by Louis M. Starr, and "New Horizons in Oral History: The Ninth Annual Colloquium of the Oral History Association" by Judith Austin. (JM)

EA

ED 111 048 95 EA 006 648
Hudgins, H. C., Jr.
School Administrators and the Courts: A Review of Recent Decisions. ERS Monograph. Series, No. 3. ERIC/CEM State-of-the-Knowledge Series, No. 30.
Educational Research Service, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 75
Contract—OEC-0-8-080353-3514
Note—104p.
Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 ($6.00, Payment must accompany orders of less than $10.00)
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—*Administrator Role, Contracts, *Court Cases, Elementary Secondary Education, *Legal Responsibility, Religious Factors, *School Law, Student Rights, Supreme Court Litigation, Teacher Administrator Relationship

This monograph is a review of selected judicial decisions reported by state and federal courts during the past two years and related directly to the administration of elementary or secondary schools. The decisions were identified through a standard search of legal resources at the Temple University Law Library; each decision was read in its entirety as reported in the National Reporter System. Most of the 1973 and 1974 major school law decisions affecting administrators are included in this report. Treated in addition are two significant decisions rendered by the Supreme Court of the United States early in 1975. The 65 decisions in this publication are arranged under six headings: administrators, teachers, pupils, torts, religion, and contracts. The case reviews follow a consistent format: (1) the question to be resolved; (2) a brief summary of the facts; (3) the court's holding; and (4) the author's commentary, which is intended to explain the rationale of the decision as well as its general application to school administration. (Author)

ED 111 049 95 EA 006 946
Turnbull, H. Rutherford, III
Legal Aspects of Educating the Developmentally Disabled. NOLPE Second Monograph Series on Legal Aspects of School Administration, No. 6. ERIC/CEM State-of-the-Knowledge Series, No. 31.
National Organization on Legal Problems of Education, Topeka, Kans.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 75
Contract—OEC-0-8-080353-3514
Note—59p.
Available from—National Organization on Legal Problems in Education, 825 Western Avenue, Topeka, Kansas 66606 ($4.95)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Classification, Compensatory Education, *Court Litigation, Due Process, Educational Equality, Educational Practice, Elementary Secondary Education, Equal Education, *Exceptional Children, *Handicapped Children, Intelligence Tests, Legal Responsibility, *Mentally Handicapped, *Mental Retardation, School Administration, Special Education, State Legislation

A major development of the law in the 1970s has been the extension of the principle of egalitarianism to the developmentally disabled, particularly the mentally retarded. In recent years numerous judicial decisions have overruled the practices of school districts that have excluded developmentally disabled children from educational programs. This monograph examines these cases and discusses their underlying legal principles, including the emerging "right to education" and the Fourteenth Amendment rights to equal protection and due process. The implications of the cases are explained for school authorities, who must identify, evaluate, and place handicapped children in appropriate educational programs. State constitutional and statutory provisions for educating the handicapped that help to explain the development of the legal aspects of educating the developmentally disabled are also examined. The appendix contains proposals for state legislative action to respond to the judicially established right to education mandates. (Author/MLF)

ED 111 050 EA 007 041
Greenfield, William D.
Socialization Processes Among Administrative Candidates in Public Schools.
Pub Date Apr 75
Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 30-April 3, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Administrator Education, *Aspiration, *Educational Administration, Elementary Secondary Education, Individual Characteristics, Interpersonal Competence, Management Development, Organizational Theories, Professional Training, Role Perception, Role Theory

This exploratory study generated 14 hypotheses regarding behavior of administrative candidates, leading to the observation that during the process of candidacy a great deal of informal learning occurs that is not presently attended to by either formal preparation programs or by the processes and procedures through which educational administrators are certified. Also, the actual nature of the candidate's behavior varies systematically along both qualitative and quantitative dimensions during the period of anticipatory socialization. The concepts of anticipatory socialization, interpersonal orientation, perspective, situational adjustment, and organizational space provided the basic theoretical framework. Four contextual properties characterize the behavioral situation of candidates: (1) candidates were processed through this period of their career as individuals rather than as members of a group; (2) the organization tended to view this period as one in which candidates could be tested in "live" situations; (3) the organizational role prescriptions for acceptable candidate behavior were ambiguous and not clearly specified, and (4) the behavior distances between candidates and members of the positive reference group varied systematically as a function of either individually initiated candidate behavior or organizationally directed changes in the role-set of candidates. (Author/DW)

ED 111 051 95 EA 007 210
Coursen, David
Vandalism Prevention. NAESP School Leadership Digest Second Series, No. 1. ERIC/CEM Research Analysis Series, No. 16.
National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 75
Contract—OEC-0-8-080353-3514
Note—32p.
Available from—National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 ($2.50, single copy; $15.00, complete series of 12 issues)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Bibliographies, Building Design, Cost Effectiveness, *Delinquency, *Delinquency Prevention, Elementary Secondary Education, *Literature Reviews, Reference Materials, School Administration, *School Vandalism

There are two basic types of vandalism, malicious and nonmalicious. Both types can be controlled, but the methods of control differ. Most of the literature deals with malicious vandalism. Perhaps because security appears to be the only way to control malicious vandalism, it is often made the focal point of antivandalism programs. The most important consideration is the relationship between the cost of a security system and its potential value to the school. A comprehensive antivandalism program using security devices as part of an overall plan is often suggested. Unfortunately, the literature is full of suggestions and

assertions, but remarkably short on concrete facts documented by scientific research. There are two basic approaches to controlling malicious vandalism. Deterrent programs treat vandalism symptomatically, usually by emphasizing school security. The diagnostic approach attempts to prevent vandalism by attacking its causes. Thoughtful building design can greatly reduce nonmalicious vandalism. The well-designed building will be less vulnerable to all kinds of damage--malicious, nonmalicious, and even wear and tear. (Author/JG)

ED 111 052 95 EA 007 294
Alternative Education. The Best of ERIC Series, Number 11.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Sep 75
Contract—OEC-0-8-080353-3514
Note—5p.
Available from—ERIC/CEM, University of Oregon, Eugene, Oregon 97403 (Free)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Alternative Schools, *Annotated Bibliographies, *Educational Alternatives, *Literature Reviews
This pamphlet contains annotations of some of the literature included in the ERIC system on the topic of alternative education. Instructions are given for ordering the material cited. (MLF)

ED 111 053 EA 007 420
Simon, Roger I. And Others
The Development and Evaluation of an Alternative High School: A Report on S.E.E. (School of Experiential Education). Phase 2.
Ontario Inst. for Studies in Education, Toronto.
Pub Date Dec 73
Note—198p.; A related document is EA 007 419
EDRS Price MF-$0.76 HC-$9.51 Plus Postage
Descriptors—Academic Achievement, *Alternative Schools, *Educational Alternatives, *Educational Assessment, Evaluation Methods, *Experimental Programs, Learning Activities, Parent Attitudes, *Program Evaluation, Secondary Education, Student Attitudes, Teacher Attitudes
Identifiers—*Canada
This report marks the conclusion of a two-year study of SEE (School of Experiential Education), an alternative high school. It is a statement of the examining group's perceptions of SEE's second year of operation and of implications for SEE's future development. Because the evaluation group believes that a new program such as this takes four to five years to develop to maturity, this is a progress report rather than a final evaluation. Chapter 2 describes the evaluation group's involvement with the school, discusses possible biases operating in the report, and details the data collection (primarily interviews and questionnaires) and analysis procedures. Chapter 3 presents some basic facts about the school and its applicants and documents some of the changes that have occurred over a two-year period. Chapter 4 describes students' adjustment, achievement, and growth patterns over a two-year period. Chapters 5, 6, and 7 discuss various aspects of SEE's climate as seen by students, parents, and teachers. Chapter 8 presents another perspective by contrasting SEE students with a sample of students who applied but were not selected in the admissions lottery. Chapter 9 explores the implications of the findings for SEE's future directions and offers recommendations to remedy some current problems. (Author/IRT)

ED 111 054 EA 007 421
The Directory of Canadian Alternative and Innovative Education.
Ontario Inst. for Studies in Education, Toronto.
Pub Date Dec 73
Note—85p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Directories, *Educational Alternatives, *Educational Innovation, Educational Objectives, Elementary Secondary Education, *Experimental Programs, Parent Participation, *Program Descriptions, Program Guides
Identifiers—*Canada
This directory describes 53 innovative and alternative school programs throughout Canada. Each school or program is examined separately in a one- or two-page entry, which briefly discusses the objectives and focus of the program and lists one or more persons who can be contacted for additional information. Schools are grouped by province and are cross-indexed by grade level, funding source, and degree of parent participation. (JG)

ED 111 055 EA 007 423
Doob, Heather Sidor
Summary of Research on Middle Schools. Research Brief.
Educational Research Service, Washington, D.C.
Pub Date 75
Note—40p.
Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 ($6.00; payment must accompany orders of less than $10.00)
Document Not Available from EDRS
Descriptors—*Bibliographies, *Educational Alternatives, *Educational Research, *Field Studies, Junior High Schools, Literature Reviews, *Middle Schools, School Organization, School Statistics
This publication summarizes available research comparing middle schools with conventional types of schools serving 10- to 14-year old students. Research findings are presented in four topical sections dealing with student achievement and attendance, student self-concept and attitude, teacher and parent attitude, and administration, curriculum, staffing, and facilities. Nineteen middle school studies are summarized. (Author/JG)

ED 111 056 EA 007 424
Burns, James W. Sorsabal, Donald K.
In-Service Training of Classified Employees: A Handbook for School Business Officials. Research Bulletin No. 11.
Association of School Business Officials, Chicago, Ill. Research Corp.
Report No—RB-11
Pub Date 70
Note—48p.
Available from—Association of School Business Officials, 2424 West Lawrence Avenue, Chicago, Illinois 60625 ($1.00; Make checks payable to Association of School Business Officials)
Document Not Available from EDRS
Descriptors—*Bibliographies, Developmental Programs, Elementary Secondary Education, *Inservice Programs, *Nonprofessional Personnel, Program Design, Program Guides, *Program Planning, Reference Materials, *School Personnel
This handbook offers a succinct discussion of inservice training programs for noninstructional school personnel. The booklet is intended for use primarily by school business officials and was developed for that purpose from a doctoral dissertation on inservice training written by Dr. Donald K. Sorsabal. Separate chapters of the booklet examine the purpose and value of inservice training, the definition of inservice training, basic concepts and principles of inservice training, determination of training needs, different types of training programs, and critical requirements for training programs. There is also an extensive bibliography listing publications and other reference materials that may be useful in designing an inservice training program. (JG)

ED 111 057 EA 007 425
Keehner, Lorraine H.
A Pupil Transportation Management Bibliography: A Bibliography for School Business Officials. Research Bulletin No. 12.
Association of School Business Officials, Chicago, Ill. Research Corp.
Report No—RB-12
Pub Date 71
Note—39p.
Available from—Association of School Business Officials, 2424 West Lawrence Avenue, Chicago, Illinois 60625 ($1.00; Make checks payable to Association of School Business Officials)
Document Not Available from EDRS
Descriptors—*Administrator Guides, *Bibliographies, Educational Administration, Educational Finance, Elementary Secondary Education, *Films, Instructional Films, Publications, *School Buses, *Student Transportation
This bibliography lists a variety of articles, books, and other publications related to the general topic of pupil transportation. Many of the publications listed were developed by individual school systems or by state departments of education. Citations are organized in nine topical sections that focus on bus drivers, transportation finances, transportation of handicapped children, transportation insurance, bus maintenance and operation, pupil identification and control, bus routing and scheduling, school-owned versus contract buses, and miscellaneous subjects related to pupil transportation. In addition, a separate supplement lists and describes approximately 135 films relevant to different facets of pupil transportation. (JG)

ED 111 058 EA 007 426
Strevell, Wallace H.
Preconstruction Planning for Educational Facilities: A Handbook for School Business Officials. Research Bulletin No. 13.
Association of School Business Officials, Chicago, Ill. Research Corp.
Report No—RB-13
Pub Date 72
Note—128p.
Available from—Association of School Business Officials, 2424 West Lawrence Avenue, Chicago, Illinois 60625 ($1.00; Make checks payable to Association of School Business Officials)
Document Not Available from EDRS
Descriptors—Campus Planning, Construction Needs, *Educational Facilities, Educational Finance, Elections, *Facility Guidelines, *Facility Planning, *Facility Requirements, Master Plans, Public Relations, School Maintenance, Site Analysis, Staff Utilization, *Systems Approach
Each of 16 authors treats a technical aspect of preconstruction planning in this bulletin. Application of systems logic appears in the organization of the chapters. The problem is defined as a survey procedure in chapters discussing the school business official, planning terminology, and staff structure. Variations of objective synthesis are presented in chapters about coordinating school planning with urban research, plant evaluation, financial resources and constraints, master plan priorities, and campus planning. Patterns of alternatives are analyzed in chapters concerning metropolitan school sites, decentralization versus centralization in urban development, computing school plan capacity, and comparative technology is school design. Implementation of the systems approach is shown in chapters about design for operation and maintenance, security mandates, selection of furniture and equipment, and public information in bond elections. Appendixes contain a glossary and plant evaluation standards. (Author/MLF)

ED 111 059 EA 007 427
Guidelines To Establish a Certificate of Conformance Program for Financial Reporting by School Systems. Informational Bulletin No. 14.
Association of School Business Officials, Chicago, Ill. Research Corp.
Report No—Inf-Bull-14
Pub Date 71
Note—19p.; A related document is EA 007 428
Available from—Association of School Business Officials, 2424 West Lawrence Avenue, Chicago, Illinois 60625 ($1.00)
Document Not Available from EDRS
Descriptors—*Annual Reports, Educational Administration, *Educational Finance, Elementary Secondary Education, *Guidelines, Performance Specifications, Professional Associations, *School Accounting, *School Administration, School Districts
Identifiers—*Association of School Business Officials, Certificate of Conformance
This booklet presents recommendations for establishing a Certificate of Conformance Program for school systems' annual financial reports. The guidelines, which require substantial conformance to the recommended accounting procedures of the Association of School Business Officials (ASBO), were developed at a research workshop jointly sponsored by ASBO and the Institute of Accounting Research at Michigan Technological University. The guidelines are intended to encourage school systems to improve their annual financial reports and thereby their financial management practices. The guidelines are organized into two sections dealing respectively with financial reporting procedures for the certificate of conformance and establishment of the certificate of conformance program. (JG)

ED 111 060 EA 007 428
Guidelines to Expand the Certificate of Conformance Program for Financial Reporting to [Include] Junior and Community Colleges. Informational Bulletin No. 14A.
Association of School Business Officials, Chicago, Ill. Research Corp.
Report No—Inf-Bull-14A
Pub Date 75
Note—23p.; A related document is EA 007 427
Available from—Association of School Business Officials, 2424 West Lawrence Avenue, Chicago, Illinois 60625 ($2.00; Make checks payable to Research Corporation of ASBO)
Document Not Available from EDRS
Descriptors—Annual Reports, Community Colleges, Educational Administration, *Educational Finance, *Guidelines, *Junior Colleges, Performance Specifications, Professional Associations, *School Accounting, *School Administration
Identifiers—*Association of School Business Officials, Certificate of Conformance
This booklet presents recommendations for expanding the Certificate of Conformance Program for Financial Reporting of the Association of School Business Officials (ASBO) to include junior and community colleges. The guidelines were developed by participants in an ASBO research workshop on accounting and finance held in July 1974. The guidelines are intended to encourage two-year colleges to establish and maintain effective and timely financial accounting and reporting systems. This in turn can help improve financial management of the resources allocated to junior and community colleges. The guidelines are organized into four sections, which deal respectively with financial reporting procedures for the junior and community college certificate of conformance, format of the annual financial report, submission of annual reports, and establishment of the certificate of conformance program for junior and community colleges. (JG)

ED 111 061 EA 007 429
Bowers, Rolland A. Montgomery, Donald B.
Preparation Programs for School Business Officials. Research Bulletin No. 15.
Association of School Business Officials, Chicago, Ill. Research Corp.
Report No—RB-15
Pub Date 73
Note—50p.
Available from—Association of School Business Officials, 2424 West Lawrence Avenue, Chicago, Illinois 60625 ($1.00; Make checks payable to Association of School Business Officials)
Document Not Available from EDRS
Descriptors—*Business Administration, *College Programs, Higher Education, Inservice Programs, *Management Education, Professional Education, *Program Descriptions, *School Surveys, Tables (Data)
Identifiers—Canada, United States
The purpose of this study was to determine which colleges and universities in the United States and Canada offer programs for the preparation or inservice education of school business officials and to describe the nature of the various programs offered. State directors of school finance and presidents of the various state and provincial associations of the Association of School Business Officials were asked to identify any institutions offering preparation programs for school business officials in their state or province. Each of those institutions was then asked to complete a questionnaire designed to provide a detailed description of its program. Approximately 75 percent of the identified institutions completed and returned this questionnaire. The data were then analyzed, and a short descriptive passage was compiled for each institution, detailing its type of program offerings, degrees awarded, admission requirements, residence requirements, credit hour requirements, and the name of a person to contact for further information. Much of the same information about all of the responding institutions was also summarized in tabular form. (JG)

ED 111 062 EA 007 430
PPBES Show and Tell. A Handbook on Implementation of PPBES/ERMS in Education.
Association of School Business Officials, Chicago, Ill. Research Corp.
Pub Date 74
Note—123p.
Available from—Association of School Business Officials, 2424 West Lawrence Avenue, Chicago, Illinois 60625 ($5.00; Quantity Discounts; Make checks payable to Association of School Business Officials)
Document Not Available from EDRS
Descriptors—*Administrator Guides, *Educational Administration, Elementary Secondary Education, *Management Systems, Post Secondary Education, Program Budgeting, *Program Development, Program Evaluation, *Program Planning, Reference Materials
Identifiers—Educational Resource Management System, ERMS, *Planning Programming Budgeting Evaluation System, PPBES
This handbook is intended to guide educational administrators interested in adopting an Educational Resources Management System or Planning Programming Budgeting Evaluation System (ERMS/PPBES) by presenting detailed information on the experiences of various educational systems in implementing ERMS/PPBES programs. Data were gathered from a representative sample of eight school systems of varying sizes from throughout the United States and Canada. Each of the participating systems was asked to provide a brief statistical profile of the system, a description of their ERMS/PPBES strategy, a report of the resources required to implement ERMS/PPBES in the system, a description of the conceptual model followed by the system, and a report of problems encountered in planning and implementing ERMS/PPBES. Separate chapters present the complete report submitted by each school system, with the exception of some lengthy documentation and publication samples that are simply listed and described briefly. (Author/JG)

ED 111 063 EA 007 431
Bhola, Harbans S.
The India Education Project: A Case Study of Institution Building and Organizational Conflict.
Indiana Univ., Bloomington. International Development Research Center.; Midwest Universities Consortium for International Activities, Inc., East Lansing, Mich.
Pub Date May 75
Note—100p.
Available from—International Development Research Center, Indiana University, 1005 East 10th Street, Bloomington, Indiana 47401 ($3.00)
Document Not Available from EDRS
Descriptors—Case Studies, Conflict, Developing Nations, Diffusion, Educational Change, Foreign Relations, Innovation, *Institutional Administration, Institutional Role, Intercultural Programs, Interpersonal Relationship, Organization, *Organizational Change, *Organizational Climate, *Organizational Effectiveness, *Organizational Theories, Voluntary Agencies
Identifiers—*India
This monograph, relating to events that happened during 1966-68, is a case study of a voluntary, educational, and intercultural organization that had been service oriented for almost 15 years. The organization had been organizing literacy classes, opening rural libraries, providing health extension, and conducting a small program of publication and training. A grant was awarded, and the organization was asked to develop a new identity as a research and development organization for a national leadership role. This role change was to be accomplished by bringing in high-powered, well-trained professional workers from the outside and asking them to deliver research and development. The elite sabotaged their own rational model by hiring friends, students, and colleagues. Those who were already aboard felt inferior, rejected, and punished. There was resentment, intrigue, confrontation, fear, and pathology. By the time it ended, no one had gained, and the organization had lost. The case study points out that a new ideology, policy, doctrine, or organizational mission may be easy to own but more difficult to implement. The final chapter presents a conceptual reconstruction of the narration using a systems analysis approach on the study of an organization. (Author/MLF)

ED 111 064 EA 007 432
The Continuing Challenge: The Past and the Future of Brown v. Board of Education. A Symposium (1st, Notre Dame, Indiana, March 21-22, 1974).
Integrated Education Associates, Evanston, Ill.; Notre Dame Univ., Ind. Center for Civil Rights.
Pub Date 75
Note—88p.
Available from—Integrated Education Associates, 2003 Sheridan Road, Evanston, Illinois 60201 (Free)
Document Not Available from EDRS
Descriptors—*Civil Rights, *Conference Reports, Elementary Secondary Education, *Equal Education, *Racial Discrimination, School Law, Social Change, *Supreme Court Litigation, Symposia
Identifiers—*Brown v Board of Education
This booklet is a compilation of presentations made by participants in a March 1974 symposium on implications of the United States Supreme Court's 1954 school desegregation decision in Brown v. Board of Education. The first day of the conference consisted of several presentations by individuals who played important roles in the Supreme Court's consideration of the case, while the second day concentrated mainly on contemporary educational issues. Included in this publication are the texts of the following presentations: "Implications of Brown," by Phineas Indritz; "Twenty Years Later," by Constance Baker Motley; "Delaware's Contribution to Brown," by Louis L. Redding; "Speeding Reforms," by Joseph B. Robison; "Segregation Based on Language," by Jose A. Cabranes; "The Post-Brown Decades," by Richard G. Hatcher; "The Emerging Meanings of Equal Educational Opportunities," by David L. Kirp; "Outlook for the Future," by Brian K. Landsberg; "A New Look at Brown," by Ruby G. Martin; "Chicanos and Equal Educational Opportunity," by Vilma S. Martinez; "Desegregation at Midpoint," by Gary Orfield; "An Appeal for Unity," by Arthur J. Goldberg; and "The Message of Brown for White America," by Theodore M. Hesburgh. (JG)

ED 111 065 EA 007 433
Webb, Kenneth Hatry, Harry P.
Obtaining Citizen Feedback: The Application of Citizen Surveys to Local Governments.
Urban Inst., Washington, D.C.
Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.; Department of Housing and Urban Development, Washington, D.C.
Report No—UI-121-201-7
Pub Date 73
Note—105p.
Available from—Publications Office, The Urban Institute, 2100 M Street, N. W., Washington, D. C. 20037 (Order No. URI-18000, $1.95)
Document Not Available from EDRS
Descriptors—Bibliographies, *Community Attitudes, *Community Surveys, *Government Role, Local Government, *Questionnaires, *Research Methodology, Surveys
Identifiers—Dayton Public Opinion Center
This report explores the potential value to city and county governments of citizen surveys, particularly those undertaken on a regular annual basis. The report is based mainly on an examination of the Dayton Public Opinion Center, on published literature dealing with survey sampling, and on Urban Institute experiences with the use of local citizen surveys in various projects. Separate chapters of the report discusses the various uses of citizen surveys, dangers in conducting citizen surveys, survey procedures, costs and funding sources for surveys, organizational options for conducting surveys, and the author's conclusions and recommendations. Four examples of survey questionnaires are included in the appendix, and a selected bibliography of relevant publications is presented. (Author/JG)

ED 111 066 EA 007 434
PEBS -- A New Approach.
Carnegie-Mellon Univ., Pittsburgh, Pa. Educational Management Development Center.
Pub Date Feb 75
Note—14p.; Figures I and II will reproduce poorly
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Change Strategies, *Educational Administration, Educational Planning, Elementary Secondary Education, *Experimental Programs, *Management Systems, Program Budgeting, *Program Design, Program Evaluation, *Program Planning
Identifiers—*Planning Programming Budgeting System, PPBS
In the past, organizations have had problems during the implementation phase of Program Planning Budgeting Systems (PPBS). Under the approach developed by the Educational Manage-

ment Development Center (EMDEC), several school systems develop similar PPB systems, with EMDEC as the coordinating hub. District personnel are first familiarized with the program concept through the development of the program budget. Only after a year of budget work are personnel asked to develop goals, objectives, and targets. Cooperation by several districts permits the distribution of costs across the districts and encourages an exchange of information. The EMDEC approach is presently being tested with three school districts in Allegheny County, Pennsylvania. The three districts have had good success with the development of the program budget; the most difficult problem during the initial months was a lack of detailed information. To introduce program analysis and evaluation, the EMDEC approach uses two pilot programs for each district, so the implementation process can be easily modified for maximum effectiveness. The subsequent development of goals and objectives for the entire district simply involves the full application of guidelines designed during the pilot phase. (Author/JG)

ED 111 067 EA 007 435
Baker, Michael E.
Management by Objectives for a School District's Administrative Staff.
Carnegie-Mellon Univ., Pittsburgh, Pa. Educational Management Development Center.
Pub Date May 75
Note—63p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Administrator Evaluation, Elementary Secondary Education, *Management by Objectives, Objectives, *Performance Criteria, Program Descriptions, Salaries, *Salary Differentials, *Task Performance
Management by Objectives (MBO) has been found to be a useful means of conducting performance appraisals for professional employees. It is also an effective process for individual and organizational goal-setting and planning. Compensation systems may also be related to the MBO process. This paper addresses the concepts underlying MBO and its implementation for a school district's administrative staff. Several important phases of implementation (goal-setting, performance appraisal, and salary plan development) are emphasized in major sections of this report. The appendix contains detailed information and sample materials from a school district MBO-based salary plan. (Author/IRT)

ED 111 068 EA 007 436
Baker, Michael E.
Using Opinion Surveys to Obtain Citizen and Parent Feedback About a School System.
Carnegie-Mellon Univ., Pittsburgh, Pa. Educational Management Development Center.
Pub Date May 75
Note—25p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Community Surveys, Elementary Secondary Education, *Interviews, *Public Opinion, *Questionnaires, *Sampling, School Community Relationship, School Surveys, *Surveys
This report provides an introduction to the use of opinion surveys in gaining information about a school system in order to make decisions. The topics addressed are reasons for surveying, selecting the respondents, survey methods, selecting the survey sample, structuring the survey, writing the questions, training interviewers, pretesting the survey, analyzing the results, and reporting the results. This information should be helpful to a school administrator or school board member considering the use of an opinion survey. (Author)

ED 111 069 EA 007 437
Baker, Michael E.
Long Range Financial Forecasting for School Districts.
Carnegie-Mellon Univ., Pittsburgh, Pa. Educational Management Development Center.
Pub Date Jun 75
Note—22p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Educational Finance, *Educational Planning, Elementary Secondary Education, *Methods, Models, *Prediction
Public school systems infrequently project their financial outlook beyond the coming year. Yet, financial projections over a multiyear period are necessary if the financial "crises" that frequently occur in public organizations are to be avoided. This paper discusses the importance of financial forecasting and planning, the development of financial forecasts, a financial forecasting example, and additional planning steps. Suggestions are offered for implementing financial forecasting in school districts. (Author)

ED 111 070 EA 007 438
Bagin, Don
How To Start and Improve a P. R. Program.
National School Boards Association, Evanston, Ill.
Pub Date 75
Note—54p.
Available from—National School Boards Association, P. O. Box 1496, Evanston, Illinois 60204 ($5.00, Quantity discounts)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—*Board of Education Role, *Communication (Thought Transfer), *Community Relations, Elementary Secondary Education, *Information Dissemination, Information Needs, Information Theory, Interschool Communication, Mass Media, *Public Relations, School Community Relationship
This is a primer designed to help the school management team communicate better. It offers guidelines and ideas for establishing and improving public relations efforts. Chapters cover such subjects as what public relations can do for schools, how to start a public relations program, and the public relations roles of school officials, as well as the specifics of getting the job done, working with the community, getting the most from the media and publications, developing public relations strategies for board meetings, and planning and evaluating public relations efforts. The final section is a "yellow pages" that presents other sources of information on the subject. (IRT)

ED 111 071 EA 007 439
Graduation Requirements. [An] NASSP Special Task Force Report.
National Association of Secondary School Principals, Washington, D.C.
Pub Date 75
Note—30p.
Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 ($0.50, Quantity discounts; Payment must accompany orders of $10.00 or less)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Academic Achievement, Articulation(Program), Educational Administration, Educational Alternatives, *Educational Change, *Graduation, *Graduation Requirements, Performance Specifications, *Secondary Education, *State Standards, Tables (Data)
This report was prepared by a special task force of the National Association of Secondary School Principals to aid professional educators and community groups who may wish to consider possible changes in high school graduation requirements. The report discusses a number of issues surrounding graduation and offers some specific recommendations concerning graduation requirements. Separate brief sections of the report examine current trends in graduation requirements, the meaning of the diploma, verification of requirements, requirements for the diploma, alternative approaches to the diploma, and articulation with postsecondary education. The appendix contains a table that summarizes 1974 graduation requirements for all 50 states. (JG)

ED 111 072 EA 007 441
Mason, Emanuel J. And Others
A Systems Model for Facilitating Passage of School Law with Implications for Special Education.
Pub Date Apr 75
Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 30-April 3, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Change Strategies, Educational Change, *Educational Legislation, Elementary Secondary Education, *Models, *Politics, School Law, Special Education, State Government, *State Legislation, Systems Approach
By systematically identifying the typical stages in the development of educational legislation, this paper attempts to aid educators interested in proposing legislation on the state level. The authors describe the legislative process in terms of a model involving the following seven major functions: involving community groups, analyzing the present educational system, specifying legislative goals, developing a bill, preparing for passage of a bill, implementing the new law, and evaluating compliance with the law. Each function is discussed individually, using examples based on the passage of special education legislation in several states. (JG)

ED 111 073 95 EA 007 442
Goldman, Paul Gregory, Sundra
SPECS in South Lane: Teacher Responses.
Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Aug 75
Note—26p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Educational Accountability, Educational Administration, Educational Innovation, Elementary Secondary Education, *Experimental Programs, *Management Systems, Program Evaluation, Program Planning, *School Surveys, Tables (Data), *Teacher Attitudes
Identifiers—*Planning Programming Budgeting System, PPBS, School Planning Evaluation Communication System, SPECS
Planning Program Budgeting Systems (PPBS) rest on the assumption that decision-making and resource allocation can be managed more efficiently when information about educational processes is collected uniformly and aggregated systematically. The School Planning Evaluation and Communication System (SPECS) conforms to this conception of PPBS as a purposive managerial system. Although the primary purpose of the SPECS project in South Lane School District was developmental, a limited study of teacher attitudes was carried out in each of the first three years of implementation. Both informal discussion with teachers and survey results showed the existence of three groups: those who were strongly pro-SPECS (approximately 45-50 percent), those who were strongly anti-SPECS (approximately 25-40 percent), and those who were apparently indifferent (approximately 15-25 percent). With one exception, there was little real change in teachers' perception of SPECS-related problems between 1971 and 1973. Furthermore, there was little change in teachers' views of SPECS' impact on organization, supervision, and administrative receptiveness within the district. (Author/JG)

ED 111 074 EA 007 443
Schumacher, Sally
Political Processes for an Interagency Project Renewal Policy: A Case Study of a Federal Agency's Negotiations to Influence State and Local Policies.
Pub Date Apr 75
Note—21p.; Not available in hard copy due to marginal reproducibility of original document; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 30-April 3, 1975)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—*Adoption (Ideas), *Case Studies (Education), *Curriculum Development, Diffusion, Educational Change, Educational Innovation, Educational Policy, Elementary Education, Experimental Curriculum, *Federal Programs, *Interagency Cooperation
Identifiers—Developmental Arts Program
This study analyzes the six-month negotiation process of a federally funded program to renew an interagency curriculum diffusion project with a state department of education and nine school districts. Because of interagency dissension during the first project year, the federal agency made concessions to obtain project renewal policies. Federal concessions recognized state and local jurisdiction in high-risk policy areas. The federal agency dictated neither the process of state and local program development nor the expenditure of moneys for curriculum purchase. Changing state and local policies was more rapid than changing educational practices. (Author)

ED 111 075 EA 007 444
Schaenman, Philip S. Muller, Thomas
Measuring Impacts of Land Development: An Initial Approach.
Urban Inst., Washington, D.C.
Spons Agency—Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.
Report No—UI-173-214-1
Pub Date 74
Note—93p.; A related document is EA 007 445
Available from—Publications Office, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (Order No. URI-86000, $2.95)
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*City Planning, Community Characteristics, Data Collection, *Development, Environmental Influences, *Evaluation Criteria, *Evaluation Methods, Land Settlement, *Land Use, Social Environment, Systems Approach, Urbanization
Identifiers—*Land Development
This report suggests a set of measures and procedures that local governments may use for estimating the specific impacts of development on a community's economy, natural environment, public and private services, appearance, housing, and social conditions. It also offers a framework and a methodology for a community to use in arriving at its own set of evaluation criteria. The proposed measures and data collection methodology were devised primarily for municipal and county officials and their staffs who are involved in land-use matters. The suggested measures and how they are formulated are presented in Chapter 1 of Part 1. Chapter 2 discusses the role of the measures--that is, how they may be used by local decision-makers. Chapter 3 focuses on key methodological issues that have not been totally resolved but that should be kept in mind when applying the measures. Chapter 4 indicates how the measures may be used to consider explicitly the impact of development on different population segments or clientele groups. Chapter 5 suggests some ways of presenting or displaying the findings from the impact measures. Part 2 deals with the more technical details of applying the proposed measures. It discusses the rationale, limitations, and alternative forms for each measure and outlines procedures for data collection in each instance. (Author/MLF)

ED 111 076 EA 007 445
Muller, Thomas
Fiscal Impacts of Land Development: A Critique of Methods and Review of Issues.
Urban Inst., Washington, D.C.
Spons Agency—Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.
Report No—UI-176-214-3
Pub Date 75
Note—66p.; A related document is EA 007 444
Available from—Publications Office, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (Order No. URI-98000, $2.95)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Annotated Bibliographies, Capital Outlay (for Fixed Assets), *City Planning, Comparative Analysis, Demography, *Development, Evaluation Criteria, Evaluation Methods, *Financial Problems, *Fiscal Capacity, *Land Use, Resource Allocations
Identifiers—*Land Development
This is the second in a series of reports concerned with evaluating the impacts of land development. This report discusses in considerable depth and detail how development affects the revenues and expenditures of local government. Questions include the following: (1) Will new development inflate the demand for public services and facilities in excess of the tax revenues it generates? (2) Are communities searching for new development and new sources of revenue to ease the tax burdens associated with existing developments that do not pay their own way? and (3) Are cities, suburbs, and suburban communities pitted against each other in obtaining additional tax dollars and excluding tax users? In this report a large number of fiscal studies were examined to determine why findings differ, to identify the major analytical issues, and to synthesize a judgment about the utility of fiscal impact analysis as a tool for better land-use planning and management. (Author/MLF)

ED 111 077 95 EA 007 446
Weiss, Carol H. Hatry, Harry P.
An Introduction to Sample Surveys for Government Managers.
Urban Inst., Washington, D.C.
Spons Agency—Department of Housing and Urban Development, Washington, D.C.
Report No—UI-72-108-65
Pub Date Mar 71
Note—47p.
Available from—Publications Office, The Urban Institute, 2100 M Street, N. W., Washington, D. C. 20037 (Order No. URI-30003, $1.50)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Administrator Guides, Administrator Role, Bibliographies, Community Surveys, *Estimated Costs, Government Employees, Government Role, Research Methodology, *Sampling, *Statistical Surveys, Tables (Data)
This report is intended to provide government managers with some perspective on the nature and implications of sample surveys, their likely costs, and what can be expected from them. The authors discuss sample surveys less from the technical side than from the perspective of the officials who will make management decisions about an overall survey. Little attention is devoted to specific research methods, though the bibliography lists publications that provide such information. Much of the discussion applies to surveys in which government employees, rather than private citizens, supply the responses. Separate chapters discuss the overall sample survey process and the steps involved; the advantages of conducting a survey under government auspices, rather than through a university or private research organization; the costs involved in each phase of a survey; factors affecting the accuracy of a survey; and some further considerations in conducting a survey. The appendix contains tables that illustrate costs of conducting sample surveys of different types and scope. (Author/JG)

ED 111 078 95 EA 007 447
Mogulof, Melvin B.
Special Revenue Sharing in Support of the Public Social Services.
Urban Inst., Washington, D.C.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Report No—UI-963-16
Pub Date Aug 73
Note—75p.
Available from—Publications Office, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (Order No. URI-52000, $3.50)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Federal Aid, Federal Programs, *Federal State Relationship, *Government Role, Objectives, Performance Specifications, Program Evaluation, *Revenue Sharing, *Social Services
Special revenue sharing is a tool that can allow almost unlimited state flexibility in social service interventions, while primarily confining the federal role to the specification and measurement of national social service objectives. Goal specification and measurement procedures are crucial to the special revenue-sharing idea. Federally supported measurement organizations should be established in each state to develop indicators of goal achievement relevant to national social service goals. These indicators should be common to all states and should become the basis for sanctions against those states that, by comparison, perform badly. The federal role ought to be the enunciation of broad policy, the measurement of its achievement, and the development of sanctions for failures in achievement. The state-local role ought to include the specification and execution of interventions appropriate to national goals, with an absolute minimum of federal interference. Only when state and local achievement fall below satisfactory levels, as reflected by national indicators, should additional federal constraints be considered. (Author/JG)

ED 111 079 EA 007 448
Fechter, Alan
Forecasting the Impact of Technological Change on Manpower Utilization and Displacement: An Analytic Summary.
Urban Inst., Washington, D.C.
Spons Agency—National Science Foundation, Washington, D.C. Office of National Research and Development Assessment.
Report No—UI-1215-1
Pub Date Mar 75
Note—59p.
Available from—Publications Office, The Urban Institute, 2100 M Street, N. W., Washington, D.C. 20037 (Order No. URI-99000, $2.50)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Bibliographies, *Labor Economics, Labor Market, *Literature Reviews, *Manpower Needs, Manpower Utilization, *Models, *Prediction, Technological Advancement, Trend Analysis
Obstacles to producing forecasts of the impact of technological change and skill utilization are briefly discussed, and existing models for forecasting manpower requirements are described and analyzed. A survey of current literature reveals a concentration of models for producing long-range national forecasts, but few models for generating short-range forecasts disaggregated to the regional, state, and local level. Since there is not much evidence on the accuracy of predictions, attention is focused on the reasonableness of the model structure. Models are also evaluated on the basis of their potential value in policy-formation. It is assumed that this value depends on the value of supply adjustments in the labor market, but a review of the literature on supply reveals that evidence on adjustment is mixed. The conclusion is drawn that existing manpower forecasting models should be modified, so that they are more reasonable representations of labor markets. (Author/JG)

ED 111 080 95 EA 007 449
Burns, Robert J.
Skyline Wide Educational Plan (SWEP) Product Evaluation Report: Future Society. SWEP Evaluation Report No. 1.
Dallas Independent School District, Tex. Dept. of Research and Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Equal Educational Opportunities.
Report No—SWEP-R-1
Pub Date Mar 74
Note—114p.; Related documents are EA 007 347-349 and EA 007 450
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—Educational Change, *Educational Planning, *Futures (of Society), *National Surveys, Prediction, Questionnaires, Secondary Education, *Social Change, Statistical Analysis, *Tables (Data)
Identifiers—*Skyline Wide Educational Plan, SWEP
This report presents the findings of a survey designed to describe the state of society in the 1980s, particularly as it will affect the educational needs of the Dallas-Fort Worth metropolitan area. The report was prepared to aid administrators of the Skyline Wide Educational Plan in their efforts to develop a comprehensive secondary school plan for the Dallas-Fort Worth metroplex in the 1980s. Questionnaires were distributed to a selected national sample of 290 individuals known to have devoted much of their professional time to contemplating and planning for the future. Questionnaire items consisted of various propositions gleaned from futuristic literature. Respondents were asked to indicate on five-point scales the likelihood of a given proposition and its probable impact on education. Respondents were also encouraged to identify areas or facets of education that would be heavily affected. Analyses and interpretation were based on computed mean, mode, and standard deviation scores for the 151 individuals who completed questionnaires. A number of statistical tables and diagrams summarize the survey results. Samples of the survey questionnaires are presented in the appendix. (Author/JG)

ED 111 081 95 EA 007 450
Skyline Wide Educational Plan (SWEP) Planning Project. Volume 2 -- Appendices. Combined Quarterly Report No. 4 (April 1 to June 30, 1974) and Final Report (July 1973 to August 1974).
Dallas Independent School District, Tex. Dept. of Research and Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Equal Educational Opportunities.
Pub Date [74]

Note—221p.; Attachment 1 of the original document is copyrighted and therefore not available; It is not included in the pagination; Related documents are EA 007 347-349 and EA 007 449

EDRS Price MF-$0.76 HC-$10.78 Plus Postage

Descriptors—Change Strategies, *City Demography, Educational Facilities, *Educational Planning, *Facility Planning, Maps, Prediction, *Reference Materials, Secondary Education, *Tables (Data)

Identifiers—*Skyline Wide Educational Plan, SWEP

This volume consists of a number of appendixes containing data and analyses that were compiled to aid administrators of the Skyline Wide Educational Plan (SWEP) in their efforts to develop a comprehensive secondary school plan for the Dallas-Fort Worth metroplex in the 1970's. Much of the volume is devoted to various facility considerations relevant to SWEP. In addition, separate appendixes focus on metroplex student demographic data, metroplex manpower needs, site considerations (Love Field and Redbird Airport), political and legal considerations, a summary log of some interviews by the SWEP staff, and a financial status report on SWEP. (JG)

ED 111 082 EA 007 452

Weeks, Sheldon G.

Community School in Africa: Is There a Lesson for Papua, New Guinea? E. R. U. Report 15.

Papua and New Guinea Univ., Port Moresby. Educational Research Unit.

Report No—ERU-15

Pub Date Feb 75

Note—33p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Community Development, *Community Schools, *Developing Nations, Elementary Secondary Education, Leadership Qualities, *Social Change, Teacher Education, Teacher Role

Identifiers—Africa, New Guinea

Learning in community schools is not solely book learning but is practical and related to the environment. Some related assumptions are that the school can be an instrument of social change and the community is the teaching laboratory. Case studies of some community schools in the United States, the Philippines, and Africa indicate that they succeed when the community is ready for change, the school is a terminal institution, and staff members are trained as both teachers and community developers. (MLF)

ED 111 083 EA 007 453

Violence in Our Schools: What To Know About It -- What To Do About It.

National Committee for Citizens in Education, Columbia, Md.

Pub Date 75

Note—52p.

Available from—National Committee for Citizens in Education, 410 Wilde Lake Village Green, Columbia, Maryland 21044 ($1.00, Quantity discounts)

Document Not Available from EDRS

Descriptors—*Community Involvement, *Crime, *Delinquency, Discipline, Discipline Problems, Elementary Secondary Education, Safety, Security, *Violence

This handbook for parents and citizens does not emphasize assessment of the scope of violence in the schools so much as it emphasizes the way parents and citizens can better understand the many factors that make the problem and may lead to its modification. The handbook begins by examining how citizens can become involved in the schools, what they need to know, and who--teachers, students, community members, and the people who take care of the building--must be involved in a school security plan. The handbook goes on to discuss the training of security people, the physical plant, equipment, the educational program, school policies, discipline, and implementation of the security plan. Extensive appendixes cover a wide range of information related to violence in the schools, including results of a survey on the extent of violence in the schools, recent Supreme Court decisions on student rights, and sources of further information. (Author/IRT)

ED 111 084 EA 007 455

Teachers' Pay and Retirement. Hearing before the Subcommittee on Education of the Committee on the District of Columbia, House of Representatives, Ninety-Third Congress, Second Session on H. R. 14662 and H. R. 14400, to Authorize the D. C. Council to Provide Pay Increase for Teachers and H. R. 13970, to Increase Retired Teachers' Annuities.

Congress of the U.S., Washington, D.C. House Committee on the District of Columbia.

Report No—Serial-93-12

Pub Date 30 May 74

Note—95p.; Best copy available

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—*Educational Finance, *Educational Legislation, Educational Policy, Elementary Secondary Education, Federal Government, *Federal Legislation, Government Role, Tables (Data), *Teacher Retirement, *Teacher Salaries

Identifiers—*District of Columbia

This is a comprehensive record of a Congressional hearing on three bills dealing with teachers' pay and retirement benefits in the District of Columbia. Included is testimony on the following measures: H. R. 14662, a bill to authorize the District of Columbia to provide for increases in teachers' salaries and retirement benefits; H. R. 14400, a bill to authorize the District of Columbia Council to provide for increases in teachers' salaries and retirement benefits; and H. R. 13970, a bill to increase the annuity payable to retired teachers in the District of Columbia. An alphabetical index of all persons presenting testimony or submitting statements to the subcommittee and a topical index of subjects discussed during the hearing are also included. (JG)

ED 111 085 EA 007 457

School Food Services Handbook Number 8.

New York State Education Dept., Albany. Div. of Educational Management Services.

Pub Date 75

Note—122p.

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors—*Breakfast Programs, Elementary Secondary Education, Financial Support, *Food Handling Facilities, Food Standards, Guidelines, *Lunch Programs, *Management, Nutrition Instruction, Personnel, School Districts, *School Services

Identifiers—*New York

Today's school food services programs in New York State's schools are a massive undertaking entailing the expenditure of $260 million in federal, state, and local funds each year. To assist schools in this substantial enterprise, this revised handbook presents rules and recommendations on responsibilities of the board, types of food services, personnel and financing, management aspects, and private contractors. Appendixes contain sample forms used in the programs. (Author/MLF)

ED 111 086 EA 007 458

Progress of Education in the United States of America: 1972-73 and 1973-74.

Institute of International Studies (DHEW/OE), Washington, D.C.

Spons Agency—International Bureau of Education, Geneva (Switzerland).

Report No—DHEW-OE-76-19104

Pub Date 75

Note—81p.; Report for the 35th International Conference on Education, (United Nations Educational, Scientific, and Cultural Organization, International Bureau of Education); A related document is ED 083 756

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 017-080-01469-6, $1.50)

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—Bibliographies, *Educational Administration, *Educational Trends, Elementary Secondary Education, Government Role, Post Secondary Education, School Demography, *School Statistics, *Tables (Data), *Teacher Role

Identifiers—*United States

This report was prepared primarily to provide a general overview of education in the United States for representatives of UNESCO member nations attending an International Conference on Public Education. Chapter 1 provides a brief summary of trends in education in the United States today. Chapter 2 presents basic background information on the organization and administration of education in the United States. Chapter 3 contains statistics on American education compiled by the National Center for Education Statistics. The statistical material covers the 1973-74 school year, some enrollment data for the 1974 fall semester, and assorted data from earlier years to indicate trends or comparisons. Chapter 4 focuses on the changing role of the teacher and the implication for preservice and inservice education. A selected bibliography of approximately 60 relevant publications is also included. (Author/JG)

ED 111 087 88 EA 007 459

PACE in Pennsylvania 1974. A Catalog of Projects Funded in Pennsylvania Under ESEA Title III.

Research and Information Services for Education, King of Prussia, Pa.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation.

Pub Date Jun 75

Note—605p.

EDRS Price MF-$1.08 HC-$31.10 Plus Postage

Descriptors—Catalogs, *Creativity, *Educational Improvement, *Educational Programs, Elementary Secondary Education, Federal Aid, Guidance Programs, Handicapped Students, *Instructional Innovation, *Program Descriptions

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Pennsylvania

This catalog contains descriptive abstracts of over 250 regular, handicapped, and guidance projects in Pennsylvania having substantive life during the period January 1, 1974 to June 30, 1975. Title III or Projects to Advance Creativity in Education (PACE) attempts to encourage new ways of teaching by providing needed services for children and adopting and demonstrating exemplary programs based on proven practices. This publication is intended to establish an awareness of the educational innovations supported by these funds so that practitioners will have enough information to decide whether to explore the programs in more detail, with the idea of adapting or adopting them. In addition to the abstracts submitted by project directors and arranged by project number, the publication contains a subject/grade-level index, an alphabetical list of local education agencies (LEAs), and a list of projects grouped by intermediate units. (Author/MLF)

ED 111 088 EA 007 460

Politics and Education: A Series of 12 Essays.

American Association of School Administrators, Washington, D.C.

Pub Date [71]

Note—52p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 ($2.00, Quantity discounts)

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Community Involvement, Educational Accountability, *Educational Administration, Educational Planning, Elementary Secondary Education, Federal Aid, Federal Legislation, *Federal State Relationship, Interagency Cooperation, Policy Formation, Political Influences, *Political Issues, *Politics, School Integration, State Legislation, *State School District Relationship, Urban Education

This is a collection of essays that originally appeared in the 1970-71 issues of "The School Administrator." All are concerned with the general topic of politics and education, and each was prepared by a recognized scholar. Each essay focuses on a set of critical questions and issues around which national policy evolves. The series is intended to provide a thoughtful basis for study and understanding of the problems and issues inherent in the changing relationships among levels of government. The essays include those originally published under the following titles: "The Politics of Education," "National Political Parties and Educational Policy Making," "Interest Groups and Federal Education Policy," "Relationships Between Federal and State

Systems," "The States and Urban School Systems," "Community Influence Systems and Local Educational Policy-Making," "Political Confrontation," "Planning and Politics," "Community Involvement in Educational Policy-Making," "The Politics of School Desegregation," and "Local Interagency Cooperation." (Author/IRT)

ED 111 089 EA 007 461

An Investment in Human Futures. A Report by the Commission for the Assessment of the Intercultural Contributions of the American-sponsored Overseas Schools.

American Association of School Administrators, Washington, D.C.

Spons Agency—Department of State, Washington, D.C.

Pub Date 71

Note—43p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 ($2.00, Quantity discounts)

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—*Culture Contact, Elementary Secondary Education, *Foreign Culture, *International Organizations, *School Demography

Identifiers—*Overseas Schools

One hundred thirty schools in 74 nations met the criteria for assistance as American-sponsored overseas schools in 1970-71-nonsectarian; nonprofit elementary and secondary schools; established and maintained by American groups; enrolling American, host-country, and third-country youth; and following basically American or binational curricula and under the direction of American-trained personnel. Each school has been organized within the framework of formal and/or informal agreements with the host country. Typically, they are governed by a formal association of parents who elect a board of education to serve as their policy-making representative. Maps, figures, and graphs present demographic data about the students enrolled in these schools. The pamphlet reports on teacher preparation, curriculum development, and school-community relations at these schools. (Author/MLF)

ED 111 090 EA 007 462

Ellena, William J.

AASA -- An Analysis of Structure, Purpose, Program and Services.

American Association of School Administrators, Washington, D.C.

Pub Date 71

Note—46p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 ($2.00, Quantity discounts)

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Personnel, *Administrator Attitudes, Administrator Characteristics, *National Surveys, Occupational Surveys, *Organizational Effectiveness, *Professional Associations, *Statistical Data

Identifiers—AASA, *American Association of School Administrators

This booklet presents the findings of an extensive survey conducted in 1971 by the American Association of School Administrators (AASA) to investigate characteristics of its members and their views of AASA's organizational structure and activities. Survey questionnaires were mailed to a systematic sample of approximately 2,200 AASA members. Of that sample, approximately 1,600 members completed and returned the questionnaire. Results of the survey are discussed in a series of separate short sections that closely follow the order and wording of the original questionnaire. Primary emphasis of the discussion is on members' views of the value of various AASA activities. (JG)

ED 111 091 EA 007 463

Shannon, Thomas A.

Has the Fourteenth Done It Again? Chief Justice Wright, the California Supreme Court and School Finance.

American Association of School Administrators, Washington, D.C.

Pub Date [72]

Note—12p.; Paper presented at the Annual Convention of the American Association of School Administrators (104th, Atlantic City, New Jersey, February 12-16, 1972)

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 ($0.50, Quantity discounts)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Court Litigation, *Educational Finance, *Equal Education, *Equal Protection, Nondiscriminatory Education, Property Taxes, Public Schools, *School District Spending, State Legislation

Identifiers—Fiscal Neutrality, Serrano vs Priest

In 1971 the California Supreme Court published America's most significant court decision in recent decades affecting a state's program of funding the operation of its public schools. This was followed by court decisions in Minnesota, Texas, and New Jersey. Lawsuits based on the California case of Serrano v. Priest are being filed in courts throughout the country. The background of these court decisions is summarized. These lawsuits and decisions are anchored in the constitutional concept of equal protection that requires that the federal and state governments not discriminate unfairly between classes of people. Ten practical questions and their related issues that school administrators must deal with in the months and years ahead are discussed. (Author/MLF)

ED 111 092 EA 007 464

Ellena, William J., Comp. Gable, Martha, Comp.

Proposals for Progress: Promise and Performance.

American Association of School Administrators, Washington, D.C.

Pub Date 72

Note—52p.; A series of 12 articles by selected authors presenting a wide-range of topics of current interest and importance to school administrators

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00362, $2.00, Quantity discounts)

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrator Role, Educational Accountability, *Educational Administration, *Educational Change, Educational Finance, Elementary Secondary Education, Environmental Education, *Essays, Evaluation Criteria, Performance Contracts, Principals, School Industry Relationship, School Integration, Staff Utilization, Student Rights, Superintendent Role, Teacher Education

This publication is a compilation of 12 essays that originally appeared in issues of the American Association of School Administrators' journal, "The School Administrator," beginning in September 1971. Each essay focuses on a different set of educational issues and is intended to provide a thoughtful basis for study and understanding of current problems and issues in public education. The articles include the following essays: "A Sensible Assessment of Student Rights and Responsibilities," by Carl J. Dolce; "Staffing Inner-City Schools," by William Wayson; "School Desegregation: Successes and Unfinished Business," by Truman M. Pierce; "Our Plundered Planet," by James A. Swan; "Ventures in Performance Contracting," by Charles Blaschke; "-Client-Centered Evaluation," by George B. Redfern; "The Principalship: Creating and Coping with Change," by William L. Pharis; "Some Thoughts on Accountability," by H. Thomas James; "Organizational Renewal: The Superintendent's Role," by George B. Brain; "The Decade of Reform in Educational Finance," by James A. Kelly; "Schools and Industry Can Be Partners," by Charles Smerin; and "The Revolution in Teacher Education," by Kenneth H. Hansen. (JG)

ED 111 093 EA 007 465

Burns, Robert J. And Others

Helping Administrators Negotiate: A Profile of the Emerging Management Position of Director of Employee Relations in the Administrative Structure of a School District. AASA Executive Handbook Series, Volume 1.

American Association of School Administrators, Washington, D.C.; Oregon Univ., Eugene. Field Training and Service Bureau.

Pub Date 74

Note—32p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00418, $2.50, Quantity discounts; Payment must accompany orders of $10.00 or less)

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Personnel, *Administrator Role, Collective Bargaining, Educational Administration, Elementary Secondary Education, Employer Employee Relationship, *Industrial Relations, Job Analysis, *Models, *Occupational Information, *Occupational Surveys

This booklet presents findings of a study conducted to explore the status of the emerging position of school district director of employee relations. Purpose of the study was to ascertain how widespread the position is, to examine the nature of the duties being currently performed by directors of employee relations, and to develop a model job description for the position. Data for the study were gathered through a survey of practicing school administrators and educational negotiators, as well as a review of the literature on private-sector labor relations. (JG)

ED 111 094 EA 007 466

Eisenberger, Katherine E. Keough, William F.

Declining Enrollment: What to Do. A Guide for School Administrators to Meet the Challenging of Declining Enrollment and School Closings. AASA Executive Handbook Series, Volume 2.

American Association of School Administrators, Washington, D.C.

Pub Date 74

Note—67p.; Page 7 of the original document is copyrighted and therefore not available. It is not included in the pagination

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00428, $2.50, Quantity discounts, Payment must accompany orders of $10.00 or less)

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrator Guides, Educational Administration, *Educational Planning, Elementary Secondary Education, *Enrollment Projections, *Enrollment Trends, Facility Planning, Personnel Policy, School Community Relationship

This booklet is intended to serve as a guide for school superintendents, school board members, and school administrators in dealing with the problems of an enrollment decline. In their discussion, the authors outline some background, procedures, and considerations that may help administrators ease community and staff reaction to an enrollment decline. Separate chapters focus on the topics of enrollment prediction, school-community relations, personnel matters, and facilities utilization. Also included is a sample four-year time line of steps that administrators can take to prepare for an eventual school closing. (Author/JG)

ED 111 095 EA 007 467

Sharpes, Donald K.

Improving School Staffs: An Administrator's Guide to Staff Development. AASA Executive Handbook Series, Volume 3.

American Association of School Administrators, Washington, D.C.

Pub Date 74

Note—77p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00430, $2.50, Quantity discounts, Payment must accompany orders of $10.00 or less)

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrator Guides, Administrator Role, *Change Strategies, Educational Administration, Educational Objectives, Elementary Secondary Education, *Inservice Teacher Education, *Program Development, *Staff Improvement, Teacher Role

This booklet is intended to guide educational administrators who are interested in instituting professional staff development programs and/or moving toward more innovative staffing patterns and procedures. The suggestions and examples presented will be helpful to administrators working at the individual school level as well as those contemplating a districtwide or citywide program.

Separate chapters focus on developing the basis for a staff development program, analyzing student and teacher needs, building a teacher training program, assuming new leadership roles, and budgeting for new teaching roles. (Author/JG)

ED 111 096 95 EA 007 468
Sex Equality in Educational Materials. AASA Executive Handbook Series, Volume 4, No. 1.
American Association of School Administrators, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 75
Contract—OEC-0-74-9318
Note—24p.
Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00432; $2.50; Quantity discounts)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Childrens Books, Elementary Secondary Education, *Feminism, *Instructional Materials, Media Selection, *Sex Discrimination, *Sex Role, *Sex Stereotypes, Textbook Bias, Textbook Content
This report is the first in a series of three executive handbooks designed to help school administrators move toward the goal of sex equality. Findings are presented from some of the studies of sex stereotyping that have been made of the content, illustrations, and language in textbooks and children's trade books. Suggestions are offered to counteract sex stereotyping in educational materials including contacting publishers, establishing guidelines for accepting new materials, and developing materials. (Author/MLF)

ED 111 097 95 EA 007 469
Sex Equality in School. AASA Executive Handbook Series, Volume 5, No. 2.
American Association of School Administrators, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Apr 75
Contract—OEC-0-74-9318
Note—31p.
Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 ($2.50)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Educational Alternatives, Educational Change, *Educational Practice, Elementary Secondary Education, *Feminism, *Sex Discrimination, *Sex Role, *Sex Stereotypes
The second of three booklets deals with organizational procedures in schools that tend to channel girls and boys into different programs. Examples are presented of some current practices that limit and some that increase a student's options. The examples concern classrooms, students' personal lives, academic and vocational study, extracurricular activities, and physical education and athletics. (Author/MLF)

ED 111 098 95 EA 007 470
Sex Equality in Educational Administration. AASA Executive Handbook Series, Volume VII, No. 3.
American Association of School Administrators, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 75
Contract—OEC-0-74-9318
Note—29p.
Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 ($2.50)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Educational Administration, Elementary Secondary Education, Employment Opportunities, *Equal Opportunities (Jobs), *Feminism, Professional Personnel, *Sex Discrimination, Sex Role, *Sex Stereotypes, Working Women
The third of three booklets deals with the roles of women and men in educational administration. Recent data indicate that there is a notable underrepresentation of women in educational administration and they earn less. Guidelines to implement affirmative action include establishing a task force or a committee to study equal employment opportunity problems and develop a plan of action, and a districtwide analysis of all areas of employment. Superintendents are advised to develop and implement a vigorous program of affirmative steps in the following employment areas: recruitment, selection, promotion, upward mobility, training, wage and salary structure, benefits and conditions of employment, and support programs and services. (Author/MLF)

ED 111 099 95 EA 007 472
Masters, James R. And Others
The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes (Summary Report of a Two-Year Study). Final Report.
Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Bureau No—BR-3-0714
Pub Date Feb 75
Contract—NE-C-00-3-0714
Note—31p.; A related document is ED 109 285
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Academic Achievement, Bibliographies, Discipline, Educational Research, Elementary Education, *Experimental Programs, *Field Studies, *Inservice Teacher Education, Parent Attitudes, Student Attitudes, *Student Teacher Relationship, Teacher Attitudes
Identifiers—Pennsylvania (New Castle), *Schools Without Failure
A two-year evaluation of William Glasser's Schools Without Failure (SWF) program was carried out in the New Castle School District in Pennsylvania. Ten elementary schools were paired on the basis of size, socioeconomic status, and past achievement of pupils. In the first year, one school of each pair was randomly assigned to begin teacher training and implementation of the SWF program; in the second year of the study, both groups of schools received training in SWF methods and implemented the program. Data were collected and analyzed to determine whether the second year or the first year produced stronger changes and how schools that received two years of training differed from traditional schools. Tests and observations were conducted at the beginning and end of the first year and at the end of the second year. Measurements were taken of pupil achievement and attitudes, teacher and parent attitudes, disciplinary referrals to principals, and classroom interactions. (Author/JG)

ED 111 100 EA 007 473
Klimes, Rudolf E. And Others
Land -Utilization Options for the Berrien Springs Public Schools.
Andrews Univ., Berrien Springs, Mich. Center for Studies and Services in Education.; Berrien Springs Public Schools, Mich.
Report No—Proj-P-21
Pub Date Apr 75
Note—134p.
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—Curriculum Evaluation, Educational Objectives, Elementary Secondary Education, Enrollment Projections, Enrollment Trends, Environmental Education, *Facility Requirements, *Land Acquisition, *Land Use, Physical Education, School Demography, School Expansion, *School Planning, *Site Analysis, Site Development, Tables (Data)
The purpose of this study was to develop land-utilization options for the present holdings of the Berrien Springs Public Schools. In order to base these proposed options on facts and observable evidence, substudies of educational goals, enrollment projections, present school site, and the educational program were conducted. On the basis of the data obtained in these substudies, land-utilization options in three areas were developed--the biosphere, physical education, and general. The recommended biosphere is to be conducive to instructional use and to the encouragement of native wildlife and would contain an arboretum, a pond, trees, and garden space. Various options concerning outdoor physical education facilities are described and illustrated. General land-utilization options include a drainage system to remove standing water from school grounds, landscaping, installation of curbs or other restraining barriers around play area, and facilities for special education. (MLF)

ED 111 101 88 EA 007 475
Sweigert, Ray L., Jr.
Educational Goals: How Much Agreement Can We Get on Which Ones Are Important?
Atlanta Board of Education, Ga.
Spons Agency—Georgia State Board of Education, Atlanta.
Pub Date Apr 75
Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D. C., March 30-April 3, 1975)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Community Leaders, *Convergent Thinking, Data Analysis, *Educational Objectives, Educational Research, *Futures (of Society), High School Students, Perception, Policy Formation, *Racial Differences, Reliability, School Personnel, Secondary Education, *Sex Differences, Sex Role, Tables (Data)
Identifiers—Delphi Technique, Elementary Secondary Education Act Title III, ESEA Title III
In establishing educational goals through the Delphi technique, convergence of perception is of paramount interest. Progress toward integrated schools and changing sex roles make the perception of educational goals by groups defined by race and sex of practical significance. In three studies involving panels of community leaders, educators, and high school students respectively in metropolitan Atlanta, convergence in perceptions of goals was examined within each panel as a whole and among groups defined by race and sex within panels. It was found that both individual and group perceptions generally tended to converge. Goals reflecting serious areas of disagreement were identified. (Author)

ED 111 102 EA 007 476
Wattenberg, William W.
To Punish or Not to Punish: The Administrator's Dilemma.
Pub Date Apr 75
Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D. C., March 30-April 3, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Administrator Responsibility, Collective Negotiation, *Corporal Punishment, *Discipline Policy, Elementary Secondary Education, Political Issues, *Student Rights, Student Teacher Relationship, *Teacher Administrator Relationship, Teacher Associations, Unions, Violence
A discussion of the political aspects of administrative decision-making concerns the sanctioning or prohibiting of corporal punishment in schools in general and the action taken when teachers who use corporal punishment come under attack. The data, derived from the author's participant observation in the Detroit Public Schools, indicate that (1) corporal punishment has been an accepted and practiced control mechanism in many schools; (2) most large school systems have a machinery for protecting teachers who may be jeopardized because they have administered physical punishment; and (3) parents filing civil suits have found that both teachers and administrators have liability insurance and are represented in court by attorneys for their professional organizations. Where corporal punishment is sanctioned, educators are shielded effectively even when overzealous, ill-advised, or sadistic. The removal of that shield, the primary target in any political effort to bar corporal punishment, is the concern of the remainder of the paper. (Author/MLF)

ED 111 103 EA 007 477
Cook, Desmond L. And Others
Analysis of the Role of Project Management in the LEA, Technical Memorandum No. 1. Interim Report. RF Project No. 3131-A1.
Ohio State Univ., Columbus. Educational Program Management Center.
Spons Agency—Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date 15 Nov 70
Note—43p.; For related documents, see EA 007 478 and 479
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Administrative Personnel, Administrator Responsibility, *Educational Accountability, Elementary Secondary Education,

Federal Aid, *Federal Programs, Government Role, *Management, Program Administration, *Projects, School Districts, Superintendent Role

Recent federal legislation in education has had an impact on education in the local school districts. The most obvious example is the use of federal funds and the consequent requirement for accountability. The local education agency is now faced with the need for management of the requirements for accountability. It is the intent of this memorandum to report on an analysis of one dimension of this management of public funds and programs--project management. The discussion of the role of project manager includes an examination of his job description (function, principal responsibilities, authority, duties, and techniques of management) and of the problem areas of the role. It is assumed that the reader is knowledgeable about innovations in education, the effect of massive involvement of the federal government in education, and the development of project management as a discipline. A number of appendixes provide related information. (Author/IRT)

ED 111 104 EA 007 478

Cook, Desmond L. And Others

Identification of Conditions Affecting Project Management in the LEA and Establishment of Behavioral Objectives for Project Management Trainees, Technical Memorandum No. 2. Interim Report. RF Project No. 3131-A1.

Ohio State Univ., Columbus. Educational Program Management Center.

Spons Agency—Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date 8 Jan 71

Note—54p.; For related documents, see EA 007 477 and 479

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—Administrative Personnel, *Behavioral Objectives, Educational Objectives, Elementary Secondary Education, Federal Programs, Leadership Training, *Management, *Management Education, Performance Criteria, Program Administration, School Districts, *Task Analysis, *Training Objectives

The development of training materials on project management for local education agency personnel involves a series of four steps. The first step, the analysis phase, was reported in Technical Memorandum No. 1. This second step, the conceptual phase, was conducted to provide a statement of performance and/or behavioral objectives for the subsequent design and development phases. The purpose of this memorandum is to present the results of the staff activities involved in the conceptual phase and to focus on the presentation of a statement of instructional objectives. The report consists of two main sections. The first outlines the instructional setting by focusing specifically on the conditions that affect the operation of project management in the local agency level. The primary ideas in this section deal with a precise description of the target audiences involved for the two proposed training programs. The second section presents the statement of behavioral objectives developed from task analysis of project management positions. Appendixes contain information on training films and on behavioral objective performance measurement criteria. (Author/IRT)

ED 111 105 EA 007 479

Cook, Desmond L. And Others

Instructional System Design for Executive Orientation and Project Management Training Packages, Technical Memorandum No. 3. Interim Report. RF Project No. 3131-A1.

Ohio State Univ., Columbus. Educational Program Management Center.

Spons Agency—Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date 17 Mar 71

Note—139p.; For related documents, see EA 007 477 and 478

EDRS Price MF-$0.76 HC-$6.97 Plus Postage

Descriptors—Administrative Personnel, Administrator Education, *Instructional Design, Instructional Materials, *Instructional Systems, *Leadership Training, Lesson Plans, Management, Management Education, *Performance Criteria, *Training Objectives

Identifiers—Executive Orientation Training Package

This memorandum reports on the third phase, the design, of a four-phase project to design project management training materials for local educational agencies. The first section of the memorandum explains some considerations regarding management education and the organization of the report. Section 2 presents the design specifications for the Executive Orientation Training Package. The basic assumption made in developing this package is that its fundamental purpose is to provide an orientation to the staff of the local educational agency after the decision has been made to implement a project management capability. Section 3 presents the design specifications for the Project Manager Training Package. The package includes a determination of entry level component as well as a case simulation component. Each of these instructional packages can stand alone. The final section presents an example lesson developed for the orientation package. (Author/IRT)

ED 111 106 95 EA 007 480

Miles, William R. Bowles, B. Dean

Home-School-Community Relations as a Political Process: Four Exploratory Field Studies.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Apr 75

Note—55p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—Decision Making, *Educational Change, *Educational Innovation, *Educational Policy, Educational Research, Elementary Education, *Family School Relationship, Field Studies, Individualized Instruction, Models, Political Influences, *School Community Relationship, School Environment

Identifiers—IGE, Individually Guides Instruction

Exploratory case study research, conducted in selected Individually Guided Instruction (IGE) elementary home-school environments, focused on four objectives: describe IGE implementation and home-school-community relations, explain objective one in political terms, generate hypotheses, and make recommendations. Approximately 50 interviews were taken in each of four elementary school-communities, chosen because the school-community fit an inert, dominated, factional or pluralist political category. Data analysis indicates that a political conceptualization of home-school-community relations is useful; elementary school-communities vary in political pressure, issue resolution, and acceptance of innovations that was conceptualized in differing zones of tolerance. (Author)

ED 111 107 95 EA 007 481

Runkel, Philip J. And Others

Organizational Specialists in a School District: Four Years of Innovation. A Report of the Program on Strategies of Organizational Change.

Oregon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Aug 75

Contract—NE-C-00-3-0083

Note—1,053p.

EDRS Price MF-$1.71 HC-$53.96 Plus Postage

Descriptors—Behavioral Sciences, Change Agents, *Change Strategies, Communication Skills, Cooperating Teachers, Educational Environment, Educational Innovation, Elementary Secondary Education, Interpersonal Competence, *Organizational Change, *Organizational Climate, *Organizational Development, *Organizational Effectiveness, Organizational Theories, Teacher Improvement, Trainers, Training, Training Objectives

Identifiers—Organizational Specialists, Washington (Kent)

A case history of organizational development in the Kent, Washington, school district from August 1967 to April 1972 is presented in 14 chapters and numerous appendixes. The first section contains a summary, the theoretical scheme, and the principles used in building the cadre of organizational specialists. Chapters 5, 6, and 7, concern interpersonal "first-level" skills; conditions facilitating interpersonal responsiveness among teachers, communication in schools with collaborative teaching structures, and preconditions necessary before training produced constructive adaptation. Chapters 8 and 9 concern "second-level" skills that serve to enhance the functioning of systems; collaborative decision-making among teachers, and power-sharing between principals and teachers. Chapters 10, 11, and 12, move to "third-level" skills--the capacity of the school for performing as an entire system; a substudy of the school as a processor of innovations, the work of the cadre as an agent of constructive adaptation, and the cadre as a system in itself. Chapter 13 probes the strengths and weaknesses of the data, research design, and analysis techniques used in the study. Chapter 14 contains a summary of the project and recommendations. (Author/MLF)

ED 111 108 EA 007 482

Benson, Charles S.

Education Finance in the Coming Decade.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 75

Note—120p.

Available from—Phi Delta Kappa, P. O. Box 789, Bloomington, Indiana 47401 ($4.00)

Document Not Available from EDRS

Descriptors—*Cost Effectiveness, *Court Litigation, *Educational Finance, Efficiency, Elementary Secondary Education, Equal Education, *Finance Reform, *Management Systems, Models, Organizational Effectiveness, State Aid, Technological Advancement

Identifiers—*Planning Programming Budgeting System, PPBS

This book, written for the nonspecialist, concentrates on three issues that are likely to have major impact on the future of public elementary and secondary education. The first issue is the improvement of family choice in the selection of educational services. The issue here is essentially one of the structure of the financing of education. The second issue is whether and how the technological efficiency of schools can be enhanced. This issue deals with the question of how well the amount of money needed to run the schools can be determined. The third issue is how educational services are distributed to different client groups and how the money to buy those services can be raised. (Author/IRT)

ED 111 109 EA 007 483

Dennis, Evie G.

An Exploratory Analysis of School Climates: Factors Affecting Morale in the Schools.

Pub Date Oct 73

Note—63p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University; Appendix A of the original document is copyrighted and therefore not available. It is not included in the pagination

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—Data Analysis, *Educational Environment, Junior High Schools, Morale, *Organizational Climate, School Environment, *Student Attitudes, *Student Opinion, Teacher Attitudes, *Teacher Morale

The present study was designed to investigate the teacher and student morale in two schools, one with and one without obvious problems. The research focuses on (1) staff feelings about coworkers and supervisors, and staff satisfaction with the degree of participation and recognition received from work; (2) student feelings about teachers, student enthusiasm for school, and student self-esteem; and (3) the overall morale in each school. Although scores at both schools were lower than average, analysis of variance indicated some significant differences between the schools. The findings are discussed and a plan of action is proposed. (Author/IRT)

ED 111 110 EA 007 484

Tracy, Frederick A. And Others

A Feasibility Study of the Extended School Year for the Hartford Public Schools.

Pub Date 26 Jul 74

Note—156p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University; Pages 126, 127, and 130-137 may reproduce poorly

EDRS Price MF-$0.76 HC-$8.24 Plus Postage

Descriptors—Cost Effectiveness, *Curriculum Planning, Data Analysis, Educational Finance, Educational Planning, Elementary Secondary Education, *Extended School Year, *Feasibility Studies, Models, *Program Descriptions, *Year Round Schools

Identifiers—45 15 Plan, Connecticut (Hartford)
This feasibility study is divided into sections presenting a brief history of the extended school year concept, an extensive survey of recent efforts at implementing the concept, the planning and implementation of the Hartford study, reports of five committees, final recommendations, and an evaluation of the study. Also included are a number of appendixes that provide supplemental information. The committee reports cover the areas of curriculum and instruction, staff organization and development, administrative concerns, pupil personnel and special education, and the community. Three recommendations were given to the steering committee: that the district reject the extended school year idea, that a pilot program be created, and that a format allowing individual schools to decide for or against the concept be adopted. The third alternative was advocated. (IRT)

ED 111 111 EA 007 485
Piatt, Robert S.
A Reorganized Elementary School Structure to Accommodate Declining Enrollment.
Pub Date 21 May 75
Note—147p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—Elementary Education, *Enrollment Trends, *School Organization, School Redistricting, *Student Distribution, Student Enrollment, Student Transportation, *Teacher Placement
Identifiers—Pennsylvania, South Allegheny School District
Declining enrollments in the seven elementary schools in the district caused a decrease in the number of classrooms per building and an unequal distribution of pupils with class sizes ranging from 13 to 32 students per classroom. Smaller classes and fewer teachers restricted the grouping of pupils for multilevel reading and mathematics instruction. The reorganization of the elementary schools into primary buildings and intermediate buildings was intended to equalize class loads, facilitate multilevel instruction, and provide better utilization of staff and other resources. Buildings were classified as primary for grades 1-3 and as intermediate for grades 4-6. With minimal additional busing, children were able to continue to attend the schools within their own communities. Parents, teachers, and administrators evaluated the effectiveness of the reorganized schools in terms of prestated objectives. (Author)

ED 111 112 EA 007 486
Cianflocco, Sam C.
The Establishment of a Comprehensive High School Renewal Site in the Erie, Pa. Public Schools. Maxi II Practicum.
Pub Date 5 May 75
Note—427p.; Submitted in partial fulfillment of requirements for Doctor of Education degree, Nova University
EDRS Price MF-$0.76 HC-$22.21 Plus Postage
Descriptors—Bibliographies, *Change Strategies, Curriculum Planning, *Demonstration Programs, Educational Innovation, Educational Planning, *Experimental Schools, Organizational Change, *Program Development, Program Effectiveness, *Secondary Education, Teacher Role
Identifiers—Pennsylvania (Erie), Strong Vincent Comprehensive High School
This practicum report describes in detail the efforts of a High School Task Force made up of 21 teachers to establish and operate a model high school as part of a new 4-4-4 educational plan for the Erie, Pennsylvania, schools. The Strong Vincent Comprehensive High School Renewal Site utilized curriculum revision, quarter course offerings, and increased student choice in an effort to improve student learning. The report is organized into eight major sections that describe the Erie Schools and community, discuss the national need for educational reform, examine local educational problems in Erie, describe the High School Task Force and the model high school program, evaluate the impact of the model high school program, and summarize the most significant aspects of the program. The appendix contains a variety of supplementary materials, including a sample of the High School Task Force opinionnaire, the Erie 1972-75 transition plan, the preliminary budget for the High School Task Force, and various planning documents and forms used in the model high school project. (JG)

ED 111 113 EA 007 487
Johnston, A. P., Ed. McNamara, James F., Ed.
Planning Perspectives for Education.
Pub Date 75
Note—287p.
Available from—MSS Information Corporation, 655 Madison Avenue, New York, New York 10021 ($7.50, paperback; $14.00, hard back)
Document Not Available from EDRS
Descriptors—Bibliographies, Decision Making, *Educational Administration, Educational Planning, *Models, *Objectives, *Organizational Theories, *Planning, Prediction, Problem Solving, Program Planning, Resource Materials
This book presents a collection of previously published journal articles dealing with the theory, practice, and research of planning. The various readings were selected to stimulate thought and action in educational planning, rather than to present solutions to specific problems. The articles include "Knowledge and Action: A Guide to Planning Theory," by John Friedmann and Barclay Hudson; "Some Limits of Rational Man Organizational Theory," by Chris Argyris; "The Science of 'Muddling Through'," by Charles Lindblom; "Mixed-Scanning: A 'Third' Approach to Decision-Making," by Amitai Etzioni; "Goals and Goal-Setting," by Robert Young; "On the Concept of Organizational Goal," by Herbert Simon; "Humanistic Planning," by Erich Fromm; "A Group Process Model for Problem Identification and Program Planning," by Andre Delbecq and Andrew Van de Ven; "Policy Sciences Perspectives on Implementation Processes," by Douglas Bunker; "Problems, Solutions, and Strategies: A Contribution to the Theory and Practice of Planning," by T. J. Cartwright; "-Simulation, Mathematical Models, and Comprehensive City Planning," by Melville Branch; "-Forecasting: From Conjectural Art toward Science," by Roy Amara and Gerald Salancik; "-Model Bias in Social Action," by James March; and "If Planning Is Everything, Maybe It's Nothing," by Aaron Wildavsky. (JG)

ED 111 114 EA 007 488
Langdon, F. J. Loudon, A. G.
Discomfort in Schools from Overheating in Summer. Current Paper 19/70.
Building Research Establishment, Watford (England).
Report No—BRS-CP-19-70
Pub Date Jun 70
Note—10p.
Available from—Distribution Unit, Application Services Division, Building Research Establishment Garston, Watford, WD2 7JR, England (Free, A charge may be made for supplies in quantity)
Journal Cit—Reprinted from The Journal of the Institution of Heating and Ventilating Engineers; v37 p265-274 Mar 1970
Document Not Available from EDRS
Descriptors—Acoustical Environment, *Architectural Elements, *Building Design, *Educational Facilities, Human Engineering, Occupational Surveys, School Buildings, *School Environment, School Surveys, Teacher Attitudes, *Thermal Environment, Ventilation, Windows
Identifiers—England
A survey of 914 teachers from 77 English schools was conducted to gather data on summer overheating of school classrooms. Teachers' reports were analyzed in terms of the structural and design characteristics of the rooms in order to isolate the factors responsible for thermal discomfort. The principal factors were found to be the orientation of the room, whether windows are provided in one side or more than one side of the room, the structural weight of the building, and the occurence of external noise near the room. Discomfort assessments were correlated with these building features and with calculated peak temperatures that combine their effects. Significant relationships between the two were demonstrated. (Author/JG)

ED 111 115 EA 007 489
Humphreys, M. A.
Classroom Temperature, Clothing and Thermal Comfort -- A Study of Secondary School Children in Summertime. Building Research Establishment Current Paper 22/74.
Building Research Establishment, Watford (England).
Report No—BRE-CP-22-74
Pub Date Feb 74
Note—18p.
Available from—Distribution Unit, Application Services Division, Building Research Establishment, Garston, Watford, WD2 7JR, England (Free, A charge may be made for supplies in quantity)
Journal Cit—Reprinted from The Building Services Engineer (JIHVE); v41 p191-202 Dec 1973
Document Not Available from EDRS
Descriptors—*Classroom Environment, *Climate Control, *Clothing, Educational Facilities, Graphs, Human Engineering, School Buildings, Tables (Data), *Temperature, *Thermal Environment
Identifiers—England
This article describes a study of summertime classroom temperature and its relationship to the clothing worn by English secondary school children. Data on classroom temperatures and children's clothing were recorded during one summer for a total of 987 lessons. Analysis of the data showed that the strong clothing-temperature correlation could be used to deduce the proportion of children in thermal comfort. The clothing observations were supplemented by a more limited conventional comfort study. These subjective data agreed well with the results that had been deduced from the clothing observations. A comparison was also made with other subjective work and with predictions made on the basis of heat exchange theory. Consideration of the results suggests that for thermal comfort classroom temperatures should rarely exceed 26 degrees Centigrade and that departures from the prevailing mean temperature should not normally exceed 2 degrees Centigrade. For children in shirtsleeves or summer dresses, the optimum temperature was 24.5 degrees Centigrade, and for children wearing jumpers or blazers, it was 21.5 degrees Centigrade. (Author/JG)

EC

ED 111 116 EC 073 352
Ross, Alan O.
The Relationship of Saccadic Eye Movements to Reading Disabilities. Final Report.
State Univ. of New York, Stony Brook.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Office of Research Grants.
Pub Date Dec 73
Grant—OEG-2-2-2B024
Note—26p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Childhood, Exceptional Child Research, *Eye Movements, *Eyes, Learning Disabilities, Program Effectiveness, *Reading Difficulty, *Remedial Reading, Tutoring, *Visual Perception
Identifiers—*Saccadic Eye Movements
Saccadic (small, rapid, and apparently involuntary) eye movements of 14 children (7- to 12-years-old) with reading difficulties and of 14 normal readers were compared before and after the problem readers underwent a 7-month individual tutoring program. At pretesting the problem readers showed a rate of eye movements that was markedly lower than that of the normal readers whose rate they attained and surpassed or surpassed at completion of the remedial reading program. Results suggested that saccadic eye movements are not involuntary and are susceptible to training for improved reading, attention, and information gathering. (Author/DB)

ED 111 117 EC 073 370
Watson, Marjorie
Mainstreaming: The Educable Mentally Retarded.
National Education Association, Washington, D.C.
Pub Date 75
Note—55p.
Available from—National Education Association of the United States, 1201 16th Street, NW, Washington, D.C. 20036 (NEA Stock No. 1800-1-00, $2.00)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Behavior Patterns, *Curriculum, Definitions, *Educable Mentally Handicapped, Exceptional Child Education, Mentally Han-

dicapped, *Regular Class Placement, Special Classes, *Teaching Methods

Designed for teachers, the book discusses characteristics of retardation and suggests teaching strategies for retarded children in regular classes. Statistics and definitions of the levels of retardation are described, environmental influences are summarized, and diagnostic factors are reviewed. Discussed are physical, intellectual, and psychological characteristics of the retarded. It is explained that basic skills, social adjustment and occupational competence are the goals of education for the educable retarded. Reviewed is criticism of special class placement, and suggested are instructional methods (such as individualized work centers) for use with retarded children in regular classes. Possible problems for the teacher are seen to include poor student motivation and lack of participation in class. Described are aspects of program content, structure, and evaluation for the educable retarded child in regular elementary school classes. (CL)

ED 111 118 95 EC 073 373

Moores, Donald F. And Others

Post Secondary Programs for the Deaf: VI. Summary and Guidelines. Final Report. Research Report No. 80.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-332189

Pub Date Dec 74

Grant—OEG-09-332189-4533(032)

Note—79p.; For other monographs in the series see ED 106 998, 106 999, 107 002, and 107 009 and EC 073 372

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—Aurally Handicapped, *Deaf, Exceptional Child Education, *Guidelines, Historical Reviews, Post Secondary Education, *Program Design, Program Development, Program Evaluation, Program Planning, *Technical Education, *Vocational Education

The last in a series of six monographs summarizes findings from a study of three postsecondary vocational technical programs for deaf students and provides guidelines for the development and monitoring of such programs. Introductory materials provide a historical perspective on the problems of vocational technical programs for the deaf, a review of the literature, and statistical data on the vocational status of the deaf. Outlined are the contents of each monograph in the series, and summarized are project findings (detailed in preceding monographs). Guidelines for establishing vocational technical programs for the deaf within existing facilities for students with normal hearing cover the following topics: organizational structure, program priorities, role definition, deaf staff members, key personnel (such as interpreters) other supportive personnel, and other supportive services (such as manual communication training). (LS)

ED 111 119 95 EC 073 374

Moores, Donald F. And Others

Evaluation of Programs for Hearing Impaired Children: Report of 1973-74. Research Report No. 81.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-332189

Pub Date Dec 74

Grant—OEG-09-332189-4533(032)

Note—234p.; For related information see ED 071 239 and 089 525

EDRS Price MF-$0.76 HC-$12.05 Plus Postage

Descriptors—*Academic Achievement, Aurally Handicapped, *Deaf, Early Childhood Education, Exceptional Child Research, Expressive Language, *Longitudinal Studies, Oral Communication, *Preschool Education, *Program Effectiveness, Program Evaluation, Receptive Language, Special Schools

Identifiers—Total Communication

Presented is the fourth year report of a 4-year longitudinal study comparing effectiveness of seven preschool programs for deaf children. Schools are seen to emphasize either an oral-aural, Rochester (Oral-aural plus finger spelling), or total communication method of instruction. Included in the report are a brief review of literature on educational programs for the deaf, summaries of earlier yearly reports, descriptions of the programs and subjects studied, project findings, and appendixes (such as a classroom observation schedule). Among findings reported are: that Ss' scores on the Illinois Test of Psycholinguistic Abilities (ITPA) were almost identical to the scores of normal hearing children; that Ss' scores on the Metropolitan Achievement Tests Primer Battery were equal to those of hearing children in reading and were lower in arithmetic; that scores on a Receptive Communication scale showed sound alone to be the least efficient communication mode (44 percent) rising to 88 percent when speechreading, fingerspelling, and signs were added; that improved scores on a test for understanding the printed word (76 percent as compared to 56 percent in 1973 and 38 percent in 1972) reflected increasing emphasis on the teaching of reading; and that deaf children who have been "mainstreamed" do not differ in intelligence, reading, arithmetic achievement, ITPA scores, or overall communication abilities. (LS)

ED 111 120 EC 073 412

Schramm, Barbara J.

Case Studies of Two Down's Syndrome Children Functioning in a Montessori Environment. Research Project.

Pub Date Apr 74

Note—61p.; Master's Thesis, University of Dayton

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—*Case Studies, Child Development, *Educational Methods, Exceptional Child Education, Females, Mentally Handicapped, *Mongolism, Preschool Education, *Program Effectiveness, *Regular Class Placement, Teaching Methods

Identifiers—*Montessori Method, Piaget (Jean)

Presented are case histories of two Down's Syndrome (Mosaic form) 6- and 10-year-old girls who attended regular Montessori classes. General characteristics of Down's Syndrome and other retarded children are reviewed and compared with the two girls' growth and development (according to Piaget's proposed stages). The Montessori emphasis on sensorial activities and on individual freedom to choose tasks is seen to enhance the retarded child's development. Analyzed are the girl's progress in such skill areas as language, reading, and math. The children are said to be functioning in Piaget's preconceptual and intuitive stages. Emphasized is the need for an approach which includes raised social and academic expectations along with instruction in independence and self-direction. An appendix lists suggested Montessori materials and activities for handicapped children. (CL)

ED 111 121 EC 073 413

McHenry, Donald F. Cansdale, Richard W.

Curriculum Ideas for the Elementary Educationally Handicapped Student: Mainstreaming of Exceptional Children; 1974-75 School Year. Working Copy.

Clark County School District, Las Vegas, Nev.

Pub Date [75]

Note—218p.

EDRS Price MF-$0.76 HC-$10.78 Plus Postage

Descriptors—*Class Activities, Concept Formation, *Curriculum Guides, *Educationally Disadvantaged, Elementary Education, Exceptional Child Education, Listening, Mathematics, *Regular Class Placement, Spelling, Visual Perception

Presented is a curriculum guide for mainstreaming educationally handicapped elementary school children. Activities are provided for the following skill areas: listening skills (including recognizing different types of sounds and understanding oral directions), visual perception (including figure-ground perception and form constancy), general concept development (including time and "set" concepts), quantitative concept development (including addition and subtraction), and miscellaneous curriculum sequences (including spelling and geography). It is explained that the activities emphasize sequencing and self correcting techniques. (CL)

ED 111 122 EC 073 414

Donohue, Gregory, Comp. Rainear, Arthur D., Comp.

Resource Room Approach to Mainstreaming: Survey of the Literature.

Educational Improvement Center, Pitman, N.J.

Note—25p.; For related information, see EC 073 415-417

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Educable Mentally Handicapped, Educational Alternatives, Elementary Secondary Education, Exceptional Child Education, *Grouping (Instructional Purposes), Labeling (of Persons), Legislation, Literature Reviews, *Program Effectiveness, Program Planning, *Regular Class Placement, *Resource Centers, Special Classes

Identifiers—New Jersey

The manual contains a survey of literature on the resource room approach to mainstreaming for educable mentally retarded children. Intended to facilitate educational planning in New Jersey, the manual reviews research on such topics as the historical development of special education services; admissions procedures; the impact of judicial decisions that reflect changing attitudes toward special education programing; and mainstreaming issues, including the efficacy of special class placement and the effects of labeling. The inconclusive nature of research findings concerning special placement is discussed, and the resource room as an alternative instructional model is explained. (LH)

ED 111 123 EC 073 415

Donohue, Gregory Rainear, Arthur D.

Resource Room Approach to Mainstreaming: Survey of Program Planning.

Educational Improvement Center, Pitman, N.J.

Note—20p.; For related information, see EC 073 414-417

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Educational Alternatives, Elementary Secondary Education, Exceptional Child Education, *Grouping (Instructional Purposes), *Handicapped Children, *Program Effectiveness, *Program Planning, Questionnaires, Regular Class Placement, *Resource Centers, Special Classes, Surveys

Identifiers—New Jersey

Surveyed were the program planning processes employed by 40 New Jersey schools in establishing resource rooms as alternatives to self-contained special classes for handicapped children. Responses to questionnaire items indicated that a majority of the schools surveyed did not formally evaluate their previous self-contained program to determine its efficacy, that change to a resource room model was usually suggested by a child study team, that regular and special class teachers had little input in developing the resource room model in their school, and that no set pattern for resource room planning was evidenced. (LH)

ED 111 124 88 EC 073 416

Rainear, Arthur D. McCool, John

Resource Room Approach to Mainstreaming; Learning Center: Integrated Alternative to Special Education. Implementation Manual.

Educational Improvement Center, Pitman, N.J.; Winslow Township Public Schools, Blue Anchor, N.J.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton. Office of Program Development.

Pub Date [74]

Note—97p.; For related information, see EC 073 414-417

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—Educable Mentally Handicapped, Educational Alternatives, Elementary Education, Exceptional Child Education, Grouping (Instructional Purposes), *Handicapped Children, Neurologically Handicapped, Perceptually Handicapped, *Program Effectiveness, *Program Planning, *Regular Class Placement, *Resource Centers

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Needs Assessment, New Jersey

The manual explains how to plan, implement, and evaluate an alternative learning resource center approach to mainstreaming for elementary school students classified as educable mentally retarded, perceptually impaired, or neurologically impaired. (It is noted that a 3-year learning center demonstration project, funded under Title III, was developed to serve 58 handicapped students attending the Winslow Township, New Jersey public schools.) Summarized in chart form is the Program Evaluation and Review Technique (PERT) for identifying and implementing steps in

developing a learning center program. Individual chapters are devoted to three major components: paving the way (including needs assessment and development of program acceptance); program planning and development (including goals, facilities, policies, and services); and program implementation and operation (including activities, screening and referral, and evaluation). Five appendixes include a statement of New Jersey's mainstream philosophy, guidelines for a resource room program, and a sample resource room observation form. (LH)

ED 111 125 EC 073 417
Rainear, Arthur D., Comp.
Resource Room Approach to Mainstreaming: Supplemental Manual of Representative Materials.
Educational Improvement Center, Pitman, N.J.
Note—174p.; For related information, see EC 073 414-416
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—Elementary Secondary Education, Exceptional Child Education, Grouping (Instructional Purposes), *Handicapped Children, *Instructional Materials, *Program Effectiveness, Program Planning, *Public Relations, *Regular Class Placement, Resource Centers
Identifiers—New Jersey
Described in the supplemental manual are representative materials developed in New Jersey for use by educational planners when setting up resource room programs to mainstream handicapped children. Suggested materials are grouped within eight color-coded sections that cover the following topics: public relations and communications; staff and facilities; assessment and reporting; schedules, prescriptions, and instruction; curriculum and materials; program evaluation; case studies about mainstreaming educable mentally retarded children; and controversial issues in mainstreaming. (LH)

ED 111 126 EC 073 440
Britton, Alexander L. Smith, Ruth
Home/School Training Program for Family Care Home and Residential Home Personnel Serving Mentally Retarded Children. Final Report.
Intercommunity Exceptional Children's Home, Long Beach, Calif.
Spons Agency—California State Dept. of Health, Sacramento.
Pub Date Jul 74
Note—8p.; Not available in hard copy due to legibility of original document
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Exceptional Child Services, *Foster Children, *Institutes (Training Programs), Institutional Environment, *Leisure Time, Mentally Handicapped, Recreation, *Staff Improvement, Teaching Methods, *Trainable Mentally Handicapped, Workshops
A training project on programing activities for the trainable retarded was held for seven family care home operators and three paraprofessionals from residential institutions in California. Emphasis at the weekly sessions was placed on providing an appropriate environment and developing recreational, social, physical and academic skills in conjunction with special education administrators, teachers, principals, specialist consultants, and social workers. In general, program participants felt that the project was a success. (CL)

ED 111 127 EC 073 441
Gingold, William Flamer, George B.
A Comprehensive Mental Health Program for Preschool and School-Age Children in Rural and Non-Urban Areas.
Southeast Mental Health and Retardation Center, Fargo, N. Dak.
Pub Date Apr 75
Note—12p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Child Rearing, Exceptional Child Education, Family Counseling, *Handicapped Children, Inservice Teacher Education, *Mental Health, *Parent Education, Preschool Education, Preschool Evaluation, Primary Education, *Program Descriptions
Described are preschool and school programs offered by North Dakota's Southeast Mental Health/Retarded Center for normal and handicapped children and their families. The preschool program includes the following services: an educational program for parents of normal children, a home program for parents of children with developmental delays, an evaluation and treatment center for the more severely handicapped, a materials and toy-lending library, and a computerized program generating behavioral prescriptions. The program for school age children, teachers, and families is explained to provide referral, consultative, and treatment services for the child as well as inservice training for teachers. (CL)

ED 111 128 EC 073 442
Kesler, Buford Richmond, Bert O.
Music Training for Severely and Profoundly Retarded Individuals.
Georgia Univ., Athens.
Note—15p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Custodial Mentally Handicapped, Exceptional Child Research, Mentally Handicapped, *Music, *Performance Factors, Severely Handicapped, *Sex Differences, Teaching Methods
Investigated were the effects of sex, ability and training method on the musical instrument playing ability of 16 institutionalized severely and profoundly retarded persons ages 7 to 20 years. Ss were randomly assigned to one of four treatment groups, and the time required to reach criterion playing a familiar tune was recorded. Data indicated that with training some severely and profoundly retarded persons can learn elementary music skills. Sex and training method produced no significant effects, although ability was found to be an influencing factor. (CL)

ED 111 129 EC 073 443
Richmond, Bert O. And Others
Self-Concept of the Mentally Retarded Compared to Other Pupils of Similar Age.
Delta State Coll., Cleveland, Miss.; Georgia Univ., Athens.
Note—12p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Educable Mentally Handicapped, Exceptional Child Research, Intermediate Grades, Mentally Handicapped, Negroes, *Self Concept, Socioeconomic Influences
Compared were the self concepts of 34 educable retarded children (mean age 11 years) with the self concepts of 34 fifth and sixth grade Blacks in an all Black school, 32 fifth and sixth grade Blacks in integrated classrooms, 31 sixth grade whites in an all white rural school, and 31 fifth grade whites in an all white suburban school. Results of scores on the Coopersmith Self-Esteem Inventory indicated that educable retarded Ss and Black Ss in a newly integrated classroom had significantly lower self concept scores than other Ss. Data suggested the need for self concept training in compensatory programs. (CL)

ED 111 130 EC 073 448
An Assessment of the Needs of the Handicapped in Howard County.
Columbia Association, Md. Office of Planning and Evaluation.
Pub Date May 75
Note—162p.
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—Architectural Barriers, Community Programs, *Community Surveys, Demography, Educational Programs, Employment Opportunities, Exceptional Child Education, *Handicapped Children, *Incidence, *Needs
Identifiers—*Maryland (Howard County), Needs Assessment
Reported are results from a needs assessment study on handicapped Howard County (Maryland) residents including information on basic population characteristics, inadequate community services for the handicapped, and recommendations for service improvement. Among findings discussed are that 4.3 percent of the population is handicapped; that the most common handicapping conditions are miscellaneous health impairments, special learning disabilities, and speech and orthopedic handicaps; and that 54 percent are school age, 40 percent are adults, and 5 percent are preschoolers. Also considered are identified needs such as inadequate availability and dissemination of information about services for handicapped residents, lack of supportive mental health services oriented to the needs of the handicapped and their families, and a need for group residential housing. Among recommendations presented are the establishment of a citizens' committee for the handicapped, the consideration of new residential living approaches for handicapped persons, and coordination of a county-wide recreation program for the handicapped. Also provided are charts, tables, and diagrams on handicapped population statistics, types of handicapped services available, and architectural barriers; as well as appendixes which include a review of literature and a description of a peer counseling program. (SB)

ED 111 131 EC 073 449
Pietila, Asta, Ed. Laukkanen, Reijo, Ed.
The Position of Special Education in Finland. No. 2, 1975.
Finnish National Board of Education, Helsinki. Research and Development Bureau.
Pub Date 75
Note—23p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Administration, *Educational Programs, Educational Trends, Exceptional Child Education, *Foreign Countries, *Handicapped Children, *National Surveys, *Special Education, Teacher Education
Identifiers—*Finland
Described are the planning, organization, provision, availability, and different organizational solutions of special education in Finland. The philosophy of special education is reported to closely follow Finnish school reform which emphasizes meeting the individual child's needs. Discussed are the availability of special education and special teachers, and the future plan to include special education content in the training of regular teachers. It is noted that the number of special schools is decreasing and that present emphasis is on increasing and improving clinic-type special education, remedial instruction, pupil welfare services given in connection with normal schools, and prevention of difficulties. Reviewed are educational programs (municipal and state) for cerebral palsied children and children with aural and visual handicaps. Included are two charts: one on the number of teachers and pupils in special education in 1973-74, and the other showing special education organization in the Finnish school system. (SB)

ED 111 132 95 EC 073 465
Gunn, Lynn, Ed.
Outreach: Replicating Services for Young Handicapped Children.
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 75
Note—154p.
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—Administration, *Demonstration Projects, Exceptional Child Education, *Federal Programs, *Handicapped Children, Preschool Education, Program Budgeting, *Program Development, Program Evaluation, Program Planning, Staff Role
Identifiers—Replication
Presented are eight author contributed chapters dealing with the outreach and replication of federally funded early education programs for handicapped children. M. Karnes and R. Zehrbach consider decisions regarding identification and assessment of replicable products (such as curricula and audiovisual presentations). Discussed by D. Stedman are the kinds of target audiences and methods for approaching an audience regarding replication. R. Havelock covers aspects of service delivery. General factors affecting the success of replication efforts are described by D. Weikart. E. House reviews the evaluation process for replicable products. Financial considerations are discussed by J. Moss. L. Gunn examines staff organization and training, and M. Wood describes the replication experience of the Rutland, Georgia Center (a community-based program for children with severe emotional problems). (CL)

ED 111 133 EC 073 466
Bannatyne, Alexander
The Spatially Competent Child with Learning Disabilities (SCLD): The Evidence from Research.
Bannatyne Children's Learning Center, Miami, Fla.
Pub Date [75]
Note—47p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Auditory Perception, *Etiology, Exceptional Child Research, Genetics, Hyperactivity, Incidence, *Learning Disabilities, Maturation, Memory, Perceptually Handicapped, Research Reviews (Publications), *Space Orientation, *Theories

Research is reviewed in support of the author's hypothesis that the majority (60 to 80 percent) of learning disabled children are not brain damaged but have above average spatial ability and major deficits in auditory-vocal memory processing which are genetic in nature. Research is reported to support other aspects of his hypothesis such as the lack of visual problems in the spatially competent learning disabled (SCLD) group, the frequent occurrence of a general maturational lag in SCLD males, and the common presence of hyperactivity is also due to an inherited maturational lag. Research is reviewed in the areas of birth order, sex of siblings, neurological impairment, pregnancy and perinatal factors, hyperactivity and brain damage, the nature of hyperactivity, the management of hyperactivity, the inheritance of specific abilities and disabilities, specific abilities underlying reading and other language processes, the good spatial ability but poor auditory-vocal memory skills in SCLD children, the incidence of SCLD children, and the effectiveness of remediation programs. (DB)

ED 111 134 EC 073 495

Karasik, Joan

Someday I May Want to Know About ... Paying for Medical Care.

Montgomery County Association for Retarded Citizens, Silver Spring, Md.

Pub Date 75

Note—7p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Exceptional Child Services, *Financial Support, *Health Insurance, *Medical Treatment, *Mentally Handicapped, *Parents

The pamphlet provides information for parents of retarded persons about coverage, payment methods and types of medical insurance (including group, non-group and Medicaid plans). Also included are tips for keeping down medical costs. (CL)

ED 111 135 EC 073 509

Semmel, Melvyn I. Adler, Meredith

The Role of the Center for Innovation in Teaching the Handicapped in Project PRIME. (Programmed Reentry into Mainstream Education.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Research.

Pub Date Mar 71

Grant—OEG-0-9-242178-4149-032

Note—109p.

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors—*Educable Mentally Handicapped, Elementary Education, *Emotionally Disturbed, Exceptional Child Research, *Learning Disabilities, Observation, Program Effectiveness, *Program Evaluation, *Regular Class Placement

Identifiers—*Project PRIME, Texas

Described is the role of the Center for Innovation in Teaching the Handicapped (CITH) in Project PRIME (Programmed Reentry into Mainstream Education), which attempted to assess the efficacy of mainstreaming for 1,035 emotionally disturbed, educable mentally retarded, and language/learning disabled Texas pupils in grades 3-5. The behavior categories of four classroom observation systems used in the project to record types of behavior management, levels of cognitive demand, amount of pupil participation, and quality of classroom climate are outlined. Details are given on the development and contents of training packages for the observation systems (which include audio and video tapes). Procedures are explained for training 528 observers, for maintaining quality control, and for assessing reliability during observer training. Appendixes include time records of CITH personnel, and the observations of a workshop trainer. (LS)

ED 111 136 EC 073 510

Thiagarajan, Sivasailam

Design, Development and Validation of Instructional Games. Working Paper 9.1.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Sep 71

Grant—OEG-0-9-242178-4149-032

Note—17p.; For related documents, see EC 073511 and 073512

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Evaluation, *Games, *General Education, *Instructional Materials, *Material Development

Application of the programing process to the production of instructional games is described in seven steps: task analysis and specification of objectives, design of criterion measures, designing the game, editing, developmental testing, validation testing, and developing the instruction manual. (LS)

ED 111 137 EC 073 511

Thiagarajan, Sivasailam

To Understand the Child: Design and Development of Anticipation Games. IDL Working Paper 9.12.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Sep 71

Grant—OEG-0-9-242178-4149-032

Note—35p.; For related documents see EC 073510 and 073512

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Exceptional Child Education, *Expectation, *Games, *Handicapped Children, Material Development, Student Teaching, *Teacher Attitudes, *Teacher Education

Discussed is the development of games which provide teacher-trainees with experience in anticipating the responses of different types of handicapped children to different tasks. It is explained that the games are inexpensive, that they permit the trainee to become a participatory observer in an interactional setting, and that they provide immediate feedback based on empirical data. Four sample games are described in which trainees anticipate responses from student populations such as foreigners or the emotionally disturbed. The process of developing anticipation games is outlined in the following steps: task analysis, preparing question cards and collecting norms, designing and developing the game, and constructing testing instruments and validating the game. Appended are specific instructions for two variations of anticipation games. (LS)

ED 111 138 EC 073 512

Semmel, Melvyn I. Thiagarajan, Sivasailam

Design, Development, and Validation of Anticipation Games. Working Paper 16.14.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Oct 73

Grant—OEG-0-9-242178-4149-032

Note—28p.; For related documents see EC 073510 and 073511

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Exceptional Child Education, Exceptional Child Research, *Expectation, Games, *Handicapped Children, Material Development, Student Teaching, *Teacher Attitudes, *Teacher Education

Discussed is the development of games which provide teacher-trainees with experience in anticipating the response of different types of handicapped children to different tasks, and reported are results of four studies evaluating the effects of such games. It is explained that the games are designed to improve understanding of students and that they provide immediate feedback based on empirical data. The process of developing anticipation games is described in three stages: analyzing people and situation, collecting normative data, and choosing a game format. Summarized are studies which investigated questions such as how accurately different groups of college students anticipated educable mentally retarded and nonretarded children's responses to a set of questions. (LS)

ED 111 139 EC 073 513

Thiagarajan, Sivasailam

The Special Education Teacher as an Instructional Designer. Rational, Content, and Strategy for an Innovative Individualized Course on Instructional Design in Special Education. Working Paper 9.14.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No—CITH-WP-9.14

Pub Date Jun 73

Contract—OEC-4-7-000183-0183(614)

Grant—OEG-9-242178-4149-032

Note—44p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—*Course Objectives, Exceptional Child Education, *Handicapped Children, Individualized Instruction, *Instructional Materials, Programed Instruction, Special Education, *Teacher Education, *Teaching Methods

Provided are the rationale, content and strategy for an introductory course in instructional design for special education teachers. The teacher's need for varied competencies in instructional design, management and interaction are discussed. It is recommended that teacher training include development of such design skills as task analysis, learner analysis, specifying objectives, constructing criterion-referenced tests, using formative evaluation to modify materials, and validating instructional materials. The course content is seen to include development of a programed instructional unit and mastery of other instructional packaging formats such as multimedia packages, materials with psychomotor or affective objectives, and managerial materials. Described are basic strategies for training instructional designers (such as modeling and editorial guidance), resource materials, and application of the Keller method of individualized self-study instruction. Two appendixes contain lists of behavioral objectives for competencies in programed instruction and readings for the instructional design course. (LH)

ED 111 140 EC 073 514

Bartel, Nettie R.

The Philadelphia Open Classroom Project. Technical Report 24.2.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No—CITH-TR-24.2

Pub Date Mar 72

Grant—OEG-9-242178-4149-032

Note—20p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Classroom Environment, Exceptional Child Research, *Handicapped Children, Individual Differences, Individualized Instruction, *Open Education, Research Projects, *Special Education, Teacher Role

Identifiers—Pennsylvania (Philadelphia), *Philadelphia Open Classroom Project

As part of an ongoing study of handicapped children in the open classroom, 12 children (in grades K through 4) were observed who had been identified by their teachers as either benefiting most or least from open class instruction. The literature review of the entire study focused on the critical variables (teachers' roles, individual differences, and individualized instruction) involved in using the open classroom for special education. In the experiment reported, Ss behavior over 5 hours was classified as either academic vs. nonacademic; amount of time spent with teachers, peers, or alone; and positive vs. negative interactions. It was found that Ss spent more time in nonacademic activities than academic, alone and with peers than with teachers, and in positive interactions. Preliminary findings of the entire study suggested that, in comparison to instruction in traditional classrooms, considerably more peer helping takes place in the open classroom; younger or poor achieving children are learning incidentally considerable material in the open classroom that is presented to older children; younger children in the open classroom engage in activities usually associated with older children; and teachers seem to perceive less deviant behavior and less underachievement in the open classroom, leading to fewer referrals for psychological examinations, testing, and special class placement. (Graphs are provided to illustrate statistical data from the research project.) (SB)

ED 111 141 EC 073 515

Heath, Earl J.

Inservice Training: A Proposal to Upgrade Teacher Readiness. Working Paper 45.1.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No—CITH-WP-45.1
Pub Date Feb 74
Grant—OEG-9-242178-4149-032
Note—22p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Administrative Problems, *Educational Trends, Exceptional Child Education, *Handicapped Children, *Inservice Teacher Education, *Interagency Cooperation, *Program Design, Program Development, Regular Class Placement, Teachers
Identifiers—*Project CHILD

Current trends in exceptional child education are discussed in relationship to the need for better inservice training (IT) to upgrade the readiness of regular teachers to include exceptional children in their classes. Noted are trends such as increasing numbers of exceptional children in regular classrooms, and fewer children institutionalized or exempt from public educational programs. Listed are common complaints of educators regarding most IT programs such as that programs are uninteresting. Offered for IT implementation are three guidelines: design the program to fit the need, insure cooperation between teacher training institutions and the public schools, and develop a National Inservice Teacher Education Program. Described as a model of a cooperative program is Project CHILD (Cross-discipline Help for Individual Learning and Development), which provides inservice training to regular teachers with learning disabled children in their classrooms. (SB)

ED 111 142 EC 073 516
Windell, Idajean
Development and Evaluation of a Module to Train Special Education Teacher Trainees to Determine a Pupil's Instructional Reading Level. Final Report 9.31.
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No—CITH-FR-9.31
Pub Date [Dec 75]
Grant—OEG-9-242178-4149-032
Note—344p.
EDRS Price MF-$0.76 HC-$17.13 Plus Postage
Descriptors—Criterion Referenced Tests, Effective Teaching, Exceptional Child Education, *Handicapped Children, Material Development, *Reading Diagnosis, Research Projects, Special Education, *Student Evaluation, *Teacher Education
Identifiers—*Informal Assessment

Described is the development and evaluation of a module for teaching special education teacher trainees to determine a pupil's instructional reading level through the use of an informal reading inventory (IRI). Among the topics covered in Part I on developing the instructional module are needs assessment, a review of relevant literature, review and evaluation of existing modules, task and concept analyses used to formulate instructional objectives for the module, the design of criterion-referenced tests and prototype materials, and formative evaluation. Discussed in Part II is the project's summative evaluation phase, in which the module's effectiveness was tested with 62 university students enrolled in three special education methods classes. It was concluded that the module was an effective tool for helping trainees to determine the instructional reading levels of exceptional pupils. Included in the extensive appendixes are materials for the needs assessment study; detailed instructions for utilizing, coding, analyzing, scoring and interpreting an IRI; and a sample achievement test with scoring rules and answer key. (LH)

ED 111 143 EC 073 517
Dever, Richard B.
A Comment on the Testing of Language Development in Retarded Children. Technical Report 1.22.
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No—CITH-TR-1.22
Grant—OEG-9-242178-4149-032
Note—14p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Evaluation Methods, Exceptional Child Education, *Language Development, *Language Tests, *Mentally Handicapped, Research Needs, *Research Reviews (Publications), *Testing Problems, Test Validity

Examined are several tests designed to measure language development in retarded children and possible options for research. Past attempts (such as Berko's Test of Morphology) to evaluate retarded children's linguistic development are criticized for inadequate language definitions and invalid testing methods. Suggestions for data-gathering options are explored which include the use of traditional linguistic analysis and the development of a scale to classify the spontaneous utterances of young children. (SB)

ED 111 144 EC 073 518
Paris, Scott G. Cairns, Robert B.
Experimental-Ethological Analyses of Evaluative Expressions Among Retarded Children. Technical Report 23.2.
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No—CITH-TR-23.2
Pub Date Apr 71
Grant—OEG-9-242178-4149-032
Note—17p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Educable Mentally Handicapped, Elementary Education, Exceptional Child Research, Feedback, *Handicapped Children, Interaction Process Analysis, Mentally Handicapped, *Negative Reinforcement, *Performance Factors, *Positive Reinforcement, Student Teacher Relationship

Cited are two studies which analyzed the reinforcing effectiveness of verbal evaluative comments on educable retarded and handicapped elementary school children. In the first study, a two-choice push button discrimination, it is reported that Ss consistently chose a button which avoided the verbal comment "wrong", but made no significant distinction between "good" and a neutral nonsense word. In the second study, naturalistic observations of teachers' evaluative comments in six special education classes are said to indicate that positive comments were less informative than negative evaluation. It is explained that both studies supported the hypothesis that positive comments occur more frequently and serve more diverse functions than negative evaluations. (CL)

ED 111 145 EC 073 519
Garrett, Candace S. Wilcove, Gail
The Effects of Gaming and Programmed Instruction on Learning of Inductive Materials. Final Report 34.3
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No—CITH-FR-34.3
Pub Date Sep 73
Grant—OEG-9-242178-4149-032
Note—94p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Attitudes, *Cognitive Processes, *Educable Mentally Handicapped, Exceptional Child Research, Games, Mentally Handicapped, Programed Instruction, *Teacher Education, *Teaching Methods

Compared was the relative effectiveness of using games or programed instruction (PI) to transmit information about cognitive similarities between educable mentally retarded (EMR) and nonretarded children to 56 special education teacher trainees. Trainees were randomly assigned to one of two treatment groups (game or PI) or to an attitude control group; and their responses were analyzed to the treatment as well as to a criterion test and a questionnaire concerning attitudes toward handicapped children. Neither method resulted in changed general attitudes about handicapped children. However, PI seemed to be the better choice for Ss because the PI group made significantly fewer errors, took less time to complete the task, and had more members who could correctly state the generalization that EMR and nonretarded children would have the same response. (LH)

ED 111 146 95 EC 073 520
Baum, Richard Bruce
The Efficacy of an Anticipation Game in Increasing Teachers' Understandings of Educable Mentally Retarded Children. Final Report 26.3.
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Oct 73
Grant—OEG-9-242178-4149-032
Note—192p.; For related documents see ED 100 123 and EC 073 510 and 512
EDRS Price MF-$0.76 HC-$9.51 Plus Postage
Descriptors—*Educable Mentally Handicapped, Exceptional Child Research, *Games, *Inservice Teacher Education, Mentally Handicapped, *Prediction, Secondary Education, Teacher Characteristics

Described is the development and evaluation of an anticipation game for measuring the ability of 30 special class teachers to predict responses of 290 educable retarded secondary students. The game was based on normative data from the students' responses to a 70 item test. The evaluation phase is said to involve 15 teachers playing 30 rounds of the anticipation game and their subsequent predictions about 10 pupils' responses to 20 curriculum questions. Results are cited which suggest that the experimental teachers' prediction accuracy increases as a function of the number of rounds they played; that the anticipations of experimental and control group teachers were not significantly different; that teachers were more accurate predictors of higher IQ than lower IQ retarded students; and that teachers were more accurate in predicting responses for practical rather than academic questions. Seven appendixes include that test used in collecting normative data and two sample games. (CL)

ED 111 147 95 EC 073 521
Tetley, Pamela Anne
Continuous Description, Measurement and Modification of Teacher and TMR Pupil Behaviors through the Use of Precision Teaching and Interaction Analysis. Final Report 38.3.
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Dec 74
Grant—OEG-9-242178-4149-032
Note—142p.; Page 143 of the original document is copyrighted and therefore not available. It is not included in the pagination
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—Exceptional Child Research, Feedback, *Interaction Process Analysis, Mentally Handicapped, Observation, *Performance Factors, *Precision Teaching, Teacher Education, *Trainable Mentally Handicapped

Investigated was the effect of training in precision teaching and interaction analysis on the performance of eight moderately retarded 10- to 20-year-old pupils. Seven hypotheses were formulated regarding two questions: Do rates of teacher-selected teacher and pupil behavior differ before, during, and after feedback conditions? Do rates of three questioning patterns differ before, during, and after feedback conditions? Interaction analysis data were gathered for 30 teaching sessions under three conditions: tutoring before training and feedback, training and subsequent feedback regarding verbal interactions, and removal of feedback. Results suggested seven conclusions, including lack of correlation between selected pupil and teacher categories when amount of change was not specified, and the ability of the moderately retarded to produce broad responses. Five appendixes, including a description of the coding system, are provided. (CL)

ED 111 148 EC 073 522
Dalton, Robin Lynch, William W.
The Effects of an "Episodic" Style of Teacher Questioning on EMR Pupils' Lesson Performance and Learning of Orally Presented Material. Final Report 29.31.
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No—CITH-FR-29.31
Pub Date Jun 74
Grant—OEG-9-242178-4149-032

Note—61p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Cognitive Processes, *Educable Mentally Handicapped, Exceptional Child Research, Interaction Process Analysis, Intermediate Grades, *Learning Characteristics, *Memory, Mentally Handicapped, Motivation, *Questioning Techniques, Student Teacher Relationship, *Teaching Methods

Compared was the relative effectiveness of two teacher questioning styles on the motivation and learning of eight intermediate educable mentally retarded pupils. Interactive process data and pupil achievement on a recall posttest were examined for two different types of lessons: one utilizing "episodic" questions (that encouraged the child to relate his personal experiences to lesson content) and the other utilizing "semantic" questions (which emphasized only the recall and processing of factual material). Results revealed differences in teacher behavior, pupil responses, pupil language production, teacher-pupil interaction, and pupil recall. For example, greater self-initiated pupil response, individual pupil verbal output, and teacher probing of pupil responses occurred during episodic teaching; but teachers provided more positive feedback and students were more able to recall new information during semantic teaching. (LH)

ED 111 149 EC 073 523
Epstein, Louis E. Lynch, William W.
An Experimental Test of an Attentional Cueing Technique in Aiding Mildly Retarded Children's Recall of Reading Vocabulary. Final Report 29.32.
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No—CITH-FR-29.32
Pub Date Oct 74
Grant—OEG-9-242178-4149-032
Note—61p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Educable Mentally Handicapped, Exceptional Child Research, *Feedback, Lesson Plans, *Mentally Handicapped, Oral Communication, *Reading Skills, Teacher Role, *Teaching Methods, Vocabulary

A study of 70 educable mentally retarded children (9- to 13-years-old) was conducted to examine the effects of special class teachers' use of an attentional cueing technique in response to oral reading errors. During oral reading lessons, errors were recorded under conditions in which the teacher was either instructed to make her normal responses to oral reading errors (control group) or use the five-step attentional cueing technique (experimental group). In comparison to controls using single- or multiple-cue responses to pupil errors, findings showed a significant error difference in favor of the experimental condition. Evidence suggested that mildly retarded children learn more new words from teacher responses to oral reading errors which provide a highly consistent, structured, attentional form of feedback than from teacher responses incorporating the normal variety of cueing behaviors. Study limitations included deviations from normal teaching patterns and the relatively small sample. (Provided are tables illustrating statistical data and appendixes containing information on lesson materials and the five-step cueing technique.) (SB)

ED 111 150 EC 073 524
Dolley, Diane Greenough
Mothers as Teachers: Instruction and Control Patterns Observed in Interactions of Middle-Class Mothers with Trainable Mentally Retarded and Nonretarded Children. Final Report Number 7.32.
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No—CITH-FR-7.32
Pub Date Mar 74
Grant—OEG-9-242178-4149-032
Note—234p.
EDRS Price MF-$0.76 HC-$12.05 Plus Postage
Descriptors—Behavior Patterns, Early Childhood, Exceptional Child Research, Interaction Process Analysis, Literature Reviews, *Mentally Handicapped, *Mother Attitudes, *Parent Child Relationship, Research Design, *Teaching Methods, *Trainable Mentally Handicapped
Identifiers—*Final Reports

A study was conducted to compare teaching and control patterns used by mothers of 4- to 6-year-old trainable mentally retarded (TMR) children to patterns used by mothers of nonretarded children, and to evaluate an analysis strategy identifying sequential behavior chains from observational data. Literature was explored on three topics: cognitive characteristics of TMR children, maternal attitudes toward handicapped children, and techniques for studying parent-child interaction. Ss were split into six groups consisting of the mother with the target child (either nonretarded, TMR, or older TMR) and a sibling of the target child; and each S group was given four experimental tasks (such as block stacking and sorting). Recorded were the proportion of time spent at each task and the number of transitions between each of six interaction patterns (such as elaborated explanation and residual patterns). Results did not support the major hypothesis that mothers teaching moderately retarded children would use more restricted patterns than mothers teaching nonretarded children (either of equal chronological age or of level of social competence). The negative finding may have been due to insufficient differentiation between elaborated and restricted interaction patterns. Analysis procedures demonstrated the value of the computer-based system for coding and processing data. (Tables, illustrations, pictures, and appendixes are provided.) (SB)

ED 111 151 95 EC 073 525
Garrett, Candace S. And Others
The Relationship of Teacher-Trainee Characteristics, Classroom Process Variables, and EMR Pupil Learning to Special Education Teacher-Trainees' Teaching Ability. Final Report 44.3.
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Sep 73
Grant—OEG-9-242178-4149-032
Note—79p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Academic Achievement, Childhood, *Educable Mentally Handicapped, *Effective Teaching, Exceptional Child Education, Interaction Process Analysis, Mentally Handicapped, *Student Teaching, Teacher Characteristics, *Teacher Evaluation

Examined was the feasibility of using the achievement of 29 educable retarded 10- to 12-year-old students to measure teaching effectiveness of 12 special education teacher trainees, and investigated was the relationship of trainee characteristics, classroom process, and educable retarded pupil learning. The Individual Cognitive Demand Schedule and the Indiana Behavior Management Scale were used to record process variables during each 30-minute instructional period, and pupils were administered achievement tests covering the lesson's content area. Results of the study indicated that: the method developed was feasible; some generalizability of teaching ability existed across the content areas; there were differences between the beginning and student teacher groups in teaching methods and pupil achievement; almost no stable relationships between trainee characteristics and teaching ability were found; and although few consistent relationships between pupil learning and process variables were found, the group that obtained higher pupil achievement scores (beginning trainees) tended to use more informational and negative feedback and less positive feedback than did the group that obtained lower scores (student teacher trainees). (Author/CL)

ED 111 152 95 EC 073 526
Hillman, Stephen B.
Teacher Questions: A Review of the Literature and Suggestions for Research with Respect to the Mentally Handicapped. Working Paper 17.1.
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 27 Oct 71
Grant—OEG-9-242178-4149-032
Note—41p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Exceptional Child Research, *Mentally Handicapped, Performance Factors, *Questioning Techniques, *Research Needs, Research Reviews (Publications), Teacher Evaluation

Reviewed is research dealing with teacher questions and their effects on mentally retarded children. Cited are studies involving classification systems for questions, patterns of teachers' questioning, training of questioning behaviors, and effects of questions on normal students. Among implications noted for mentally retarded persons are the needs for further research on the generalization effects of questions and in the area of validation. (CL)

ED 111 153 EC 073 527
Gillespie, Patricia H. Semmel, Melvyn I.
A Model Delivery System for Children with Learning Disabilities. Working Paper 47.1.
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No—CITH-WP-47.1
Pub Date Jan 75
Grant—OEG-9-242178-4149-032
Note—24p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Administration, Conceptual Schemes, *Delivery Systems, *Demography, *Demonstration Projects, Exceptional Child Education, Information Dissemination, *Learning Disabilities, *Models, Rural Education, State Programs
Identifiers—*Indiana

Described is a hierarchical model delivery system for educational services to children with learning disabilities which provides three types of interrelated centers: university based centralized centers in highly populated areas offering complete services (Type I), satellite centers in communities which focus on the dissemination of new techniques and materials (Type II), and centers serving small rural school systems with minimal resources (Type III). It is proposed that Indiana develop three Type I centers, 17 Type II centers, and 34 Type III centers. Listed are activities of each type of center such as the development of identification/diagnostic screening processes (Type I). The functional resources of the Child Service Demonstration Center (the present Type I center) are described as including an instructional development laboratory, an evaluation unit, a teacher education laboratory, and a dissemination and retrieval unit. It is stressed that the proposed model accounts for demographic variables which often limit services provided to learning disabled children. Also provided are a flow chart of type I center activities, an organizational chart, and a table detailing information needs. (DB)

ED 111 154 95 EC 073 528
Schiltz, Constance, Ed.
A Curriculum Guide for the Development of Body and Sensory Awareness for the Visually Impaired.
Illinois State Office of the Superintendent of Public Instruction, Springfield. Instructional Materials Center.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Sep 74
Grant—OEG-3-6-062679-156(607)
Note—337p.
EDRS Price MF-$0.76 HC-$17.13 Plus Postage
Descriptors—Blind, *Body Image, Check Lists, *Curriculum Guides, Elementary Education, Exceptional Child Education, Learning Modalities, Partially Sighted, Perceptual Motor Coordination, *Sensory Training, Student Evaluation, Travel Training, *Visually Handicapped, *Visually Handicapped Mobility
Identifiers—Illinois, Informal Assessment, *PreCane Skills

Intended to help classroom teachers develop basic orientation and mobility skills in young visually impaired children, the curriculum guide contains five interrelated sections that deal with body image, basic sensory concepts and abilities, motor coordination, sensory modalities, and precane skills. Each section contains a brief introduction and definitions of specific skills to be developed; checklists in chart form suitable for individual needs assessmnt and posttesting; and suggested activities, games, materials, and references. Noted are low vision and mobility aids kits and an orientation and mobility slide-

tape presentation that are obtainable from the Instructional Materials Center of the Illinois Office of Education. The section on pre-cane skills features a script of the slide-tape presentation and illustrations of basic skills to be taught. Also included in the guide are a glossary, a bibliography of 56 references, and extra copies of the needs assessment charts. (LH)

ED 111 155 95 EC 073 549
Turner, Richard L.
Research Bases for Performance-Based Teacher Education Options: Supplement to Design for Competence Based Education in Special Education.
Syracuse Univ., N.Y. Div. of Special Education and Rehabilitation.
Spons Agency—New York State Education Dept., Albany. Div. for Handicapped Children.; Office of Education (DHEW), Washington, D.C.
Pub Date May 74
Grant—OEG-0-73-6140
Note—20p.; Paper presented at the CBTE Conference (Glenmont, New York, May 14-16, 1974). For related information, see ED 107 049
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Conference Reports, *Curriculum Design, Effective Teaching, Exceptional Child Education, *Handicapped Children, *Performance Based Teacher Education, Program Planning, *Research Needs, *Research Reviews (Publications), Special Education, Teacher Certification
Intended to supplement previously reprted conference proceedings on the preparation of special educators, the paper presents an overview of the structure of performance-based teacher education (PBTE) and certification, reviews research on selecting relevant program options, and identifies future research needs. Briefly covered are the following structural phases: selection, training, certification, and process and product criteria for evaluating work success. The author points to limited research bases for selecting one PBTE program option over another and recommends using the "General Catalog of Teaching Skills" as one approach for identifying skills and knowledge that should be incorporated into teacher education programs. (LH)

ED 111 156 EC 073 550
Katz, Lee
Analysis of Selected Social and Psychological Factors Related to Mental Retardation.
Pub Date Nov 70
Note—26p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Classification, Disadvantaged Youth, *Economically Disadvantaged, *Environmental Influences, Exceptional Child Education, Intervention, *Labeling (of Persons), *Mentally Handicapped, Public Schools, Research Reviews (Publications), Self Concept, *Socioeconomic Influences
Discussed is the impact of poverty, public education, and self-concept on the classification of persons as mentally retarded. Research relating to the effects of poverty on academic performance is reviewed, and intervention strategies such as improved housing and provision of a guaranteed minimum wage are suggested. Community control and decentralization are seen to be among the ways to make public education more responsive to the needs of lower income children. The effect of poor self-concept on behavior and intellectual functioning is considered, along with recommendations for new efforts (such as M. Fantini's "Identity Education") directed at the individual's affective experiences. (CL)

ED 111 157 EC 073 551
Smith, Anne P.
Mainstreaming: Idea and Actuality.
New York State Education Dept., Albany. Div. for Handicapped Children.
Pub Date [73]
Note—24p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Bibliographies, *Educational Alternatives, *Educational Philosophy, Exceptional Child Education, *Handicapped Children, Open Education, *Program Planning, *Regular Class Placement, Resource Centers, Resource Teachers, Role Perception
The importance of mainstreaming (helping handicapped children achieve maximum participation in regular school programs) is emphasized, and underlying concepts are explained. Methods for implementing mainstreaming in protected settings (such as hospitals) and in regular classrooms (through the use of helping teachers, resource rooms, a modified resource program, or open classrooms) are described. Noted are the following common elements of successful mainstreaming programs: preparation, pacing (selective integration), specificity (redefining the special educator's role), and flexible placement. Also included is an annotated bibliography of 14 references on mainstreaming in action. (LH)

ED 111 158 EC 073 552
Tavormina, J. B. And Others
Chronically Ill Children: A Psychologically and Emotionally Deviant Population?
Virginia Univ., Charlottesville.
Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.; National Science Foundation, Washington, D.C.
Pub Date Apr 75
Note—22p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (Denver, Colorado, April 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Adolescents, Asthma, *Aurally Handicapped, Childhood, Diabetes, *Emotional Adjustment, Exceptional Child Research, *Personality Assessment, Social Adjustment, *Special Health Problems, *Stress Variables
Identifiers—Cystic Fibrosis
To investigate vulnerability to psychological and emotional stress among chronically ill children, a battery of personality tests was selectively administered to 144 children (5- to 19-years-old) afflicted with one of the following conditions: diabetes, asthma, cystic fibrosis, or hearing impairment. Analyses centered on comparisons of norms developed for each scale with overall sample scores and scores broken down by age, sex, and type of illness. While some differences from normal children were noted (such as the hearing impaired Ss deviated from established norms in terms of lowered self-concept and that adolescents tended toward introversion), results consistently demonstrated Ss' functional strengths and coping abilities rather than their deviance from the norm. (LH)

ED 111 159 16 EC 073 557
ALRC [Area Learning Resource Center] Workscope Elaboration. Second Edition. Publication No. NC-75.501.
National Center on Educational Media and Materials for the Handicapped, Columbus, Ohio.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.
Pub Date May 75
Contract—OEC-0-72-4478
Note—57p.
Available from—National Center on Educational Media and Materials for the Handicapped, Ohio State University, 220 West 12th Avenue, Columbus, Ohio 43210
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Administration, Educational Technology, Exceptional Child Education, *Handicapped Children, *Instructional Materials, *Instructional Materials Centers, *Instructional Media, Regional Programs, Special Education, State Programs
Presented is an elaboration of the workscope of the ALRC (Area Learning Resource Center) network which provides instructional media, materials, and technology services to special education programs. Focused on are the following three of six workscope areas: state program development; media, materials, and educational technology training; and project administration. Charts of the ALRC network and functions are provided. Discussed are seven functions of the ALRCs in the area of state program development, including assisting states in stimulating local or state materials centers and providing technical assistance to State Education Agencies in state planning of intrastate materials and services. Detailed are the following workscope elements in the area of media, materials, and educational technology training: helping trainers to identify media, materials, and educational technology training needs; helping trainers to locate extant and usable training programs and materials; and classifying, describing, and encoding media-training materials for information base entry. The final area of project administration is covered by consideration of workscope elements which center on ALRC activities in project planning, monitoring, reporting, and other management functions. (DB)

ED 111 160 16 EC 073 559
Rembolt, Raymond R., Comp. Roth, Beth, Comp.
Cerebral Palsy and Related Developmental Disabilities; Prevention and Early Care: An Annotated Bibliography. Volume 1, 1971. Publication No. NC-75.903.
National Center on Educational Media and Materials for the Handicapped, Columbus, Ohio.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.
Pub Date 75
Contract—OEC-0-72-4478
Note—330p.; For related information, see EC 073 560 and 561
Available from—Publication Sales Division, Ohio State University Press, 2070 Neil Avenue, Columbus, Ohio 43210 ($6.50 for 3 volumes)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Abstracts, *Bibliographies, *Cerebral Palsy, Exceptional Child Research, *Infancy, Medical Evaluation, Medical Treatment, Physically Handicapped, Prenatal Influences, Preschool Education, *Prevention
Identifiers—*Developmental Disabilities
Volume 1 in a projected series of four annotated bibliographies contains 1,085 entries published from before 1964 through 1971 on prevention and early care for young children (primarily under two years of age) afflicted with cerebral palsy or related developmental disabilities. Arranged alphabetically by author's name, listings usually include title, source, volume number and pagination, publication date, and an abstract of the document's contents. Also included are author and subject indexes. (LH)

ED 111 161 16 EC 073 560
Rembolt, Raymond R., Comp. Roth, Beth, Comp.
Cerebral Palsy and Related Developmental Disabilities; Prevention and Early Care: An Annotated Bibliography. Volume 2, 1972. Publication No. NC-75.904.
National Center on Educational Media and Materials for the Handicapped, Columbus, Ohio.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.
Pub Date 75
Contract—OEC-0-72-4478
Note—171p.; For related information, see EC 073 559 and 561
Available from—Publication Sales Division, Ohio State University Press, 2070 Neil Avenue, Columbus, Ohio 43210 ($6.50 for 3 volumes)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Abstracts, *Bibliographies, *Cerebral Palsy, Exceptional Child Research, *Infancy, Medical Evaluation, Medical Treatment, Physically Handicapped, Prenatal Influences, Preschool Education, *Prevention
Identifiers—*Developmental Disabilities
Volume 2 in a projected series of four annotated bibliographies contains 433 entries published from 1968 through 1972 on prevention and early care for young children (primarily under two years of age) afflicted with cerebral palsy or related developmental disabilities. Arranged alphabetically by author's name, listings usually include title, source, volume number and pagination, publication date, and an abstract of the document's contents. Also included are author and subject indexes. (LH)

ED 111 162 16 EC 073 561
Rembolt, Raymond R., Comp. Roth, Beth, Comp.
Cerebral Palsy and Related Developmental Disabilities; Prevention and Early Care: An Annotated Bibliography. Volume 3, 1973. Publication No. NC-75.905.

National Center on Educational Media and Materials for the Handicapped, Columbus, Ohio.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.
Pub Date 75
Contract—OEC-0-72-4478
Note—165p.; For related information, see EC 073 559 and 560
Available from—Publication Sales Division, Ohio State University Press, 2070 Neil Avenue, Columbus, Ohio 43210 ($6.50 for 3 volumes)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Abstracts, *Bibliographies, *Cerebral Palsy, Exceptional Child Research, *Infancy, Medical Evaluation, Medical Treatment, Physically Handicapped, Prenatal Influences, Preschool Education, *Prevention
Identifiers—*Developmental Disabilities

Volume 3 in a projected series of four annotated bibliographies contains 453 entries published from 1972 through 1973 on prevention and early care for young children (primarily under two years of age) afflicted with cerebral palsy or related developmental disabilities. Arranged alphabetically by author's name, listings usually include title, source, volume number and pagination, publication date, and an abstract of the document's contents. Also included are author and subject indexes. (LH)

ED 111 163 95 EC 073 600
Senf, Gerald Anderson, David
A Program Evaluation Manual for Project Initiators. Final Report.
Arizona Univ., Tucson. Dept. of Special Education.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No—BR-H-12-2145B
Pub Date Jun 74
Grant—OEG-0-714425
Note—54p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Administration, Demonstration Projects, *Educational Accountability, *Evaluation Methods, Exceptional Child Education, Guidelines, *Handicapped Children, *Program Evaluation

Intended for directors of special education projects, the manual provides guidelines for program evaluation. It is explained that the manual developed out of the experiences of the staff of the Leadership Training Institute in Learning Disabilities which provided technical assistance to 43 state projects. The manual's eight major sections focus on the following topics: alternative approaches to program evaluation and accountability; framework involving implementation, progress, and outcome aspects of evaluation; initial considerations in planning an evaluation; possible evaluation questions and priorities of various interested groups and agencies; selection of issues to be evaluated; 13 types of evaluation designs ranging from the simple to the more complex; suggestions for writing the evaluation plan including casting evaluation questions into behaviorally stated questions; and the transfer of responsibility to the on-site project director. Stressed for successful program evaluation are cooperation with all interested parties (such as educational administrators) and the use of evaluation results as feedback for modification of the program model. (DB)

ED 111 164 95 EC 073 601
Kirk, Samuel A. Elkins, John
Characteristics of Children Enrolled in the Child Service Demonstration Centers. Final Report.
Arizona Univ., Tucson. Dept. of Special Education.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No—BR-H-12-7145B
Pub Date Jun 74
Grant—OEG-0-714425
Note—65p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Definitions, *Delivery Systems, Demonstration Projects, Exceptional Child Research, Intelligence Quotient, *Learning Disabilities, *National Surveys, Resource Centers, Slow Learners, *Student Characteristics
Identifiers—*Child Demonstration Centers

The characteristics of the approximately 2,800 children (in 21 states) enrolled in 24 child service demonstration centers for the learning disabled were evaluated. Focused on were questions such as ages of children, intellectual level, sex distribution, and methods used for the delivery of services. Among findings were that the median IQ was 93; that the children were retarded an average of 1.7 grades in reading, 1.2 grades in arithmetic, and 1.8 grades in spelling; that the median chronological age was 8 years 10 months; that there were approximately three boys to each girl receiving services; and that the resource room was the most commonly used method for delivery of services. Results suggested that children enrolled in child service demonstration centers frequently do not fit the federal definition of specific learning disabilities in that many children are equally retarded in reading, spelling, and arithmetic; are minor or moderate in their degree of underachievement; and have IQs below 90. (DB)

ED 111 165 EC 073 603
Tongue, Cornelia, Ed.
New Dimensions: Gifted/Talented.
North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.
Pub Date 75
Note—84p.; Proceedings of the Second Annual Conference, Division for Exceptional Children, North Carolina Department of Public Instruction, Raleigh
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Class Activities, Conceptual Schemes, *Conference Reports, Creative Thinking, *Demonstration Projects, Educational Trends, Exceptional Child Education, *Gifted, *Instructional Materials, Models, *Workshops
Identifiers—*Guilford Structure of Intellect, North Carolina

At the North Carolina State Conference on the Gifted and Talented teachers and administrators explored new ideas, materials, and teaching techniques. Outlined are presentations on the following topics: a demonstration encouraging creative thinking; teaching the gifted using the theories of B. Bloom and D. Krathwohl; typical daily learning styles and techniques for the classroom; a lesson plan to encourage imagination through art; encounter-simulation activities; learning centers, individualized instruction, and learning activity packages; teaching values and decision-making techniques; and scientific and mathematical elaboration in the classroom. Focused on are a speech on trends in gifted education and a workshop on J. P. Guilford's Structure of Intellect (SI) model including its history and use; application to seven individual profiles; and its use in the development of instructional materials. Also included are appendixes detailing the SI model, illustrations, charts, and tables. (SB)

ED 111 166 EC 073 604
Fisher, Mary Henri, Ed. And Others
Learning through Collaboration.
Governor's School of North Carolina, Winston-Salem.; North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.
Pub Date 75
Note—68p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Annual Reports, *Discovery Learning, Exceptional Child Education, *Gifted, *Institutes (Training Programs), Secondary Education, Student Participation, *Summer Programs
Identifiers—North Carolina

Presented are summaries of 11 selected projects in the areas of language arts, instructional media, simulation, and the valuing process developed during the 1974 summer session of the Teacher Training Institute of the Governor's School (North Carolina) by institute teachers and gifted students. Outlined are language arts projects on the history of English and science fiction used to develop speech and writing skills. A film planned, organized, and illustrated by students from the art and music departments and a videotape correlating all subjects together are cited as instructional media designs. Recommended are the simulation activities of imagining schools in the future and role playing as related to transactional analysis. Discussed are projects which demonstrate the valuing process in the following issues: eugenics, drug use, freedom and authority, capital punishment, and the ideal school. (SB)

ED 111 167 EC 073 605
Watson, Odell A., Comp. Tongue, Cornelia, Comp.
Suggestions for Identification of Gifted and Talented Students. Revised.
North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.
Pub Date 75
Note—24p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Behavior, *Check Lists, Elementary Secondary Education, Exceptional Child Education, *Gifted, *Identification, Primary Education, Rating Scales, Standardized Tests, *Student Characteristics, *Student Evaluation

Presented is the revised edition of a 1974 booklet on suggestions for identifying gifted and talented students. The gifted/talented student is reported to exhibit exceptionality in the areas of learning, motivation, creativity, and leadership, although few students are found to demonstrate all of these behaviors. Suggestions for identification are listed which include the use of a teacher-made observational check list. The following evaluation devices are also provided: the Renzulli-Hartman Scale for Rating Behavioral Characteristics of Superior Students, Checklist for Kindergarten, Checklist for First Grade Pupils, Checklist for Grades 2-6, Characteristics of Talented Pupils-Checklist, Student's Classroom and Individual Talent Inventories, Checklist for Recommending Gifted and Creative Students, Student Evaluation Sheet, and Composite Student Evaluation Profile. Also noted are standardized tests which may be considered for identifying the gifted and talented. (SB)

FL

ED 111 168 FL 004 951
Moore, Merriam
Austria; Its People and Its Culture.
Ridgefield Board of Education, Conn.
Pub Date Apr 74
Note—29p.
Available from—Ridgefield Board of Education, P. O. Box 638, Ridgefield, Connecticut 06877 ($4.00)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Art Education, *Cross Cultural Studies, *Cultural Education, *Curriculum Guides, Ethnic Studies, Geography, *German, History, Intercultural Programs, *Language Instruction, Literature, Music Education, Secondary Grades, Second Language Learning
Identifiers—*Austria

This curriculum guide details a 10-week German language course on Austria for advanced high school students. It is intended to help students develop skills of listening comprehension, reading, speaking, and writing German; to add to their knowledge of German grammar and vocabulary; to acquaint them with Austrian history and culture, and to have them read and discuss works of Austrian literature. The course focuses on five basic areas: (1) Cultural patterns in Austria, including geography, population, cities and states, ethnic patterns and folklore, sports and recreation, education, religion, politics and government, business and industry, theater, music and cinema; (2) Austrian literature; (3) Austrian music; (4) History; and (5) Austrian art. For each section the guide provides a list of resource texts, films, slides or maps, student learning activities and educational objectives. Lectures, seminars, field trips, reading, and written essays are some of the planned activities. Evaluation will include quizzes, tests, and individual conferences. A list of sources providing information, films, and maps on Austria is appended. (CHK)

ED 111 169 FL 004 989
Administrators Conferences on Language and Cultural Differences: Collected Papers.
Texas Education Agency, Austin.
Pub Date 73
Note—96p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Academic Achievement, *Biculturalism, Cross Cultural Studies, Cultural Awareness, *Cultural Differences, *Cultural Interrelationships, Cultural Pluralism, Culture, Dialects, Folk Culture, Individual Differences, *School Community Relationship, Social Differences, Spanish Speaking

These papers were presented at a series of conferences on language and cultural differences organized by the Texas Education Agency to help school administrators deal with bilingual education, racial integration, and implementation of court orders. The papers address five areas of concern: the concept and definition of culture, culture and the arts, culture and educational aptitude, culture and language, and culture and social institutions. The following papers are included: (1) Confluence of Texan Cultures in Curriculum Planning by Melvin P. Sikes, (2) What Do We Mean by Culture and What Does This Have to Do with the Schools? by Roger Abrahams. (3) Culture and Communication: Clashes in the Classroom by Manuel Pacheco, (4) What is Dialect? by Lois Jean Hart, (5) Culture and Communication: Clashes in the Classroom by Gustavo Gonzalez, (6) Roles of the Schools Toward Cultural Groups by Earl Jones, (7) The Trichroism of the Arts by Hugo D. Marple, (8) Children's Folklore by Richard Bauman, (9) Culture and Educational Aptitude by E. W. Rand, (10) Culture and Educational Testing by Earl Jones, and (11) The Uses of Biculturalism by Chester Christian. (CHK)

ED 111 170 FL 005 394

English for Special Purposes: Information Guide No. 2.

British Council, London (England). English-Teaching Information Centre.

Pub Date Apr 73

Note—68p.; For related documents, see FL 007 088-090

Available from—English Teaching Information Centre, The British Council, 10 Spring Gardens, London SW1A 2BN, England (free of charge)

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—*Annotated Bibliographies, Business Education, *English (Second Language), *English for Special Purposes, *Instructional Materials, Language Instruction, Languages for Special Purposes, Medical Education, Reference Materials, *Second Language Learning, Social Sciences, Technical Education

The teaching and learning of English as a foreign language for special purposes is the focus of this annotated bibliography. The first section lists textbooks on English in social and physical sciences, general technology, engineering, transport and agriculture, medicine and various areas of commerce, including business correspondence. The books were published in a wide geographical area, including England, Europe, and the United States. A short list of simplified English readers follows. The rest of the bibliography concerns research and writing on the use of English for special purposes, in articles, books, and reports; current research in Britain; and theses and dissertations. (CHK)

ED 111 171 FL 005 512

Bordie, John G.

Direct and Indirect Measures of Language Proficiency.

Pub Date 1 Jan 73

Note—11p.; Paper presented at the meeting of the Linguistic Association of the Southwest (LASSO) (January 1, 1973); Best copy available

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Elementary Education, Evaluation, *Language Ability, *Language Proficiency, Language Skills, *Language Tests, *Measurement Instruments, *Measurement Techniques, Test Reliability, Verbal Ability, Written Language

There is a lack of adequate measurement techniques for testing language proficiency. Researchers compose specific tests for a certain task, but these have only limited general applicability. Often multiple-choice, true-false or fill-in-the-blank tests are used, but these rely heavily on written language and are inadequate for those with poor written but good verbal skills. Such tests tend to compartmentalize learning into components and neglect the overall view, and they generally reflect academic language rather than current vernacular. Norm-referenced, criterion-referenced and non-formal tests involving listing of words following a language cue may be affected by the individual's attitude toward being tested. Indirect tests may solve some of these problems by examining language produced in a non-test situation. Factors studied are sentence length, structural complexity, lexical choice and type-token ration. Occurrences of linguistic mazes and culs-de-sac may also be observed. Second-stage indirect measures such as body language may also be useful. It is possible, however, that proficiency may be a mark of social rather than linguistic status. (CHK)

ED 111 172 FL 006 323

Blansitt, Edward L., Jr.

Bitransitive Clauses. Working Papers on Language Universals, No. 13.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Dec 73

Note—27p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Contrastive Linguistics, *Form Classes (Languages), Language Patterns, *Language Universals, Nominals, *Semantics, Structural Analysis, Syntax, *Tagmemic Analysis, Verbs

Identifiers—*Bitransitive Clauses

In this paper the bitransitive clause is defined in terms of its nuclear tagmemes: subject, predicate, direct object, and indirect object. A semantic characterization is given of the prototype bitransitive clause with a correlation of situational roles and grammatical functions. The nine different dominant orders in bitransitive clauses which were found in the languages surveyed are discussed as well as some order variations. A tabulation is shown of the languages studied showing the dominant bitransitive order of each language. A set of criteria is proposed for determining the dominant order when different orders occur in the same language in differing grammatical situations. Additional functional values of indirect object markers are discussed. The paper concludes with a list of proposed language universals, and a bibliography with references for both general and specific works in the field, including grammatical descriptions of various languages. (Author/CLK)

ED 111 173 FL 006 369

Garnica, Olga K.

The Development of the Perception of Phonemic Differences in Initial Consonants by Egnlish-Speaking Children: A Pilot Study. Papers and Reports on Child Language Development, No. 3.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Dec 71

Note--31p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Auditory Discrimination, Child Development, *Child Language, *Consonants, English, Language Ability, *Language Development, *Language Research, Phonemes, Phonemics, Russian, Verbal Development

Speech discrimination by 12 children aged about 1 1/2 to 3 1/2 years was tested, using the discrimination learning procedure of Shvachkin's 1948 Russian study. Recent work on the acquisition of syntax and semantics shows an ordered acquisition for linguistic items; this pilot study was to test whether the ability to discriminate between consonants proceeds in a similar order and discrimination of any particular pair implies the ability to discriminate all others in order before it. Objects were given nonsense names differing only in initial consonants, and when the experimenter called one name, the children were requested to perform an action with the proper object to prove they could discriminate the consonants. Selection of subjects, experiment materials, scoring and testing procedures are detailed. Results show that Shvachkin's method is valid with American children, and an ordered sequence similar to the Russian order of classes of oppositions emerged. The acquisition orders are charted. Findings appear to justify a full replication study for English. (CHK)

ED 111 174 FL 006 579

Ramer, Andrya L. H.

Styles of Syntactic Acquisition.

Pub Date Nov 74

Note—11p.; Paper presented at the Annual Convention of the American Speech and Hearing Association (Las Vegas, Nevada, Nov. 5-8, 1974). Not available in hard copy due to marginal legibility or original document

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Child Development, *Child Language, Comparative Analysis, Females, *Language Development, *Language Patterns, *Language Research, Longitudinal Studies, Males, Psycholinguistics, Research Methodology, *Syntax

Identifiers—*Language Acquisition

A longitudinal study investigated early syntactic forms in child language; this paper reports on findings dealing with differences in approach to syntactic acquisition. Seven children aged 16-20 months were the subjects, and audio or video tapes were made once every three weeks beginning prior to the development of syntax. Data collection continued until 20 percent of the utterances specified a combination of subject + verb + complement. Analysis showed that the greatest difference among children was the length of time required to develop from the single word utterance to the subject + verb + complement structure--varying from 2 1/2 to 9 months. This reinforces the notion that speed of language acquisition varies considerably among children. It is noted that girls' syntactic development was considerably more rapid than boys'. Differences in syntactic acquisition based on speed and gender may be related to style differences in language development. Style differences between slow and rapid developers are examined in terms of presyntactic utterances, simplicity and complexity of utterance, indeterminate constructions not meeting English word order constraints, and subject and predicate specification. All factors showed a definite pattern relating to speed of syntactic acquisition. (CHK)

ED 111 175 FL 006 792

Day, Richard R. And Others

A Standard English Performance Measure for Young Children. The Standard English Repetition Test (SERT). Working Papers in Linguistics, Vol. 6, No. 4.

Hawaii Univ., Honolulu. Dept. of Linguistics.

Pub Date Jun 74

Note—14p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—American English, American Indians, *Child Language, Language Development, *Language Tests, Language Variation, Linguistic Performance, Mexican Americans, *Non English Speaking, *Questioning Techniques, Second Language Learning, Spanish Speaking, *Standard Spoken Usage

Identifiers—*Hawaii, Pima

In view of the fact that the teaching of Standard English has high educational priority in American schools, and that its use as the medium of instruction makes it a vital skill for nonstandard speakers, the present paper reports on an investigation of the Standard English performance of young children from minority groups in which Standard English is not a primary language. The investigation technique described is that of elicited imitation, whereby the child is simply asked to repeat sentences containing grammatical features observed to show variation. Previous use of this technique and its advantages and disadvantages are discussed. The test itself appears in two forms, each one containing 15 sentences taken from recordings of natural speech. It is administered individually to children whose mean age is 5.5 years, by an adult tester, and recorded. Native speakers of English should perform better on the test, and the scores should improve with age, that is, further exposure to Standard English. The results confirm these predictions, thus demonstrating the validity of the test. Specific results are given for tests given to Mexican-American and Pima children, and to Hawaiian-Creole speaking children, the results from the latter being the most detailed. (CLK)

ED 111 176 FL 006 900

Pickett, Penelope O., Comp.

A Selected Bibliography on Recent Dialect Studies. CAL-ERIC/CLL Series on Languages and Linguistics, No. 24.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date May 75

Note—27p.

Available from—ERIC Clearinghouse for Languages and Linguistics, Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 (Free)

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Abstracts, *American English, *Annotated Bibliographies, *Dialect Studies, Ethnic Groups, Language Patterns, Language Research, *Language Variation, Minority Groups, *Nonstandard Dialects, Sociolinguistics, Standard Spoken Usage
Identifiers—ERIC, Resources in Education, RIE
This annotated bibliography of recent studies on language variation presents abstracts which appeared in "Resources in Education" during the period September 1973 through December 1974. They include entries from several of the ERIC clearinghouses: Adult Education, Reading and Communication Skills, Languages and Linguistics, Early Childhood Education, Urban Education, Rural Education and Small Schools, and Teacher Education. An author index and a subject index are included. (Author/AM)

ED 111 177 95 FL 006 946
Resource Material for Bilingual Education. Revised Edition.
Dissemination Center for Bilingual Bicultural Education, Austin, Tex.; Fort Worth Public Schools, Tex.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
Pub Date 73
Note—163p.
Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 ($4.25)
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—*Bilingual Education, Classroom Games, Clothing, Color, Food, Health Education, History, Instructional Aids, *Instructional Materials, Language Enrichment, Letters (Alphabet), Mathematics, Numbers, Plant Identification, Primary Education, *Resource Materials, Safety Education, Science Education, Social Studies, *Spanish, Teacher Developed Materials, *Vocabulary
Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII
This handbook for primary school teachers and aides incorporates a variety of classroom ideas and materials related to the instructional component of the bilingual program. Written in English and Spanish, the handbook is designed to supplement the Fort Worth Public Schools bilingual curriculum, but it can also be used for language enrichment purposes. The material is presented in nine broad areas: (1) days, months, seasons; (2) colors, letters, numbers; (3) plants, animals; (4) self, family, community; (5) food, clothing; (6) holidays, special events; (7) classroom terms and expressions; (8) biographies; and (9) games, stories. The material has been organized in a format that allows supplementary material to be added as it is compiled, produced, and published. Terminology for mathematics, science, social studies, and health and safety have been included to supplement each area of the curriculum. Although no grade-level limitations have been placed on the use of the material, it is suggested that teachers adapt the ideas and activities suitable for their grade level to the curriculum for that grade. (Author/AM)

ED 111 178 95 FL 006 958
Cox, Barbara G. And Others
New Approaches to Bilingual, Bicultural Education, No. 8: Self-Assessment Units.
Dissemination Center for Bilingual Bicultural Education, Austin, Tex.; Systems and Evaluation in Education, Santa Cruz, Calif.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
Bureau No—14-0448
Pub Date Aug 74
Grant—OEG-9-72-0154(280)
Note—53p.; For related documents, see FL 006 960, 962 and 965
Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 ($0.90, set ofeight manuals $5.20)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Bilingual Education, *Bilingual Teachers, Instructional Aids, Measurement Instruments, Multiple Choice Tests, *Programed Materials, *Self Evaluation, Teacher Education, Teacher Evaluation, *Teaching Guides, Tests
Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII
These 21 self-assessment units are intended to accompany the seven teaching manuals in the series "New Approaches to Bilingual, Bicultural Education." The units consist of three self-administered evaluation instruments for each manual. They are designed both as a review and as a means of emphasizing the important concepts found in the teaching manuals. (Author/AM)

ED 111 179 95 FL 006 960
Ramirez, Manuel, III And Others
New Approaches to Bilingual Bicultural Education, No. 6: Developing Cognitive Flexibility.
Dissemination Center for Bilingual Bicultural Education, Austin, Tex.; Systems and Evaluation in Education, Santa Cruz, Calif.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
Bureau No—14-0448
Pub Date Aug 74
Grant—OEG-9-72-0154(280)
Note—18p.; For related documents, see FL 006 958, 962 and 965
Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 ($0.60, set of eight manuals $5.20)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Biculturalism, *Bilingual Education, Bilingualism, *Bilingual Students, Bilingual Teachers, *Cognitive Development, Cognitive Processes, Cultural Differences, Cultural Pluralism, Educational Improvement, Educationally Disadvantaged, Individualized Instruction, Learning Characteristics, Mexican Americans, Programed Materials, Teacher Education, *Teaching Guides
Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII
This teaching manual is the sixth in a series of seven (accompanied by a manual of self-assessment units) that have been designed for use in bilingual/bicultural programs. The components of the series may be used either individually or together. The subject discussed in this manual is a frontier area of cultural democracy that has far-reaching implications: promoting "bicognitive" development, that is, addressing education to children's potentials for cognitive flexibility as well as linguistic and cultural flexibility. Bicognitive development is held to be an asset for all children, but a necessity for culturally different children in the U.S. public school system, especially Mexican-American children. (Author/AM)

ED 111 180 95 FL 006 962
Ramirez, Manuel, III And Others
New Approaches to Bilingual Bicultural Education, No. 4: Field Sensitivity and Field Independence in Children.
Dissemination Center for Bilingual Bicultural Education, Austin, Tex.; Systems and Evaluation in Education, Santa Cruz, Calif.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
Bureau No—BR-14-0448
Pub Date Aug 74
Grant—OEG-9-72-0154(280)
Note—20p.
Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 ($0.60, set of eight manuals $5.20)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Bilingual Students, Bilingual Teachers, Cognitive Development, *Cognitive Measurement, *Cognitive Processes, *Cognitive Tests, Cultural Differences, Learning Characteristics, Measurement Instruments, Observation, Programed Materials, Teacher Education, *Teaching Guides, Teaching Methods
Identifiers—Child Embedded Figures Test, Elementary Secondary Education Act Title VII, ESEA Title VII, Field Independence, Field Sensitivity, Portable Rod and Frame Test
This teaching manual is the fourth in a series of seven (accompanied by a manual of self-assessment units) that have been designed for use in bilingual/bicultural programs. The components of the series may be used either individually or together. This manual is intended to familiarize teachers with ways of measuring cognitive styles in children. The teacher's objective is to determine whether a particular child is field sensitive, field independent, or "bicognitive." Two techniques of measuring cognitive style in children, the Portable Rod and Frame Test and the Child Embedded Figures Test, are described, along with their shortcomings. The major part of the manual describes how teachers can determine cognitive styles by observing children in the school setting, with the aid of "Child Rating Forms." These observations are used in assigning children to one of three instructional groups, and a different teaching strategy is used with each group. (Author/AM)

ED 111 181 95 FL 006 965
Castaneda, Alfredo And Others
New Approaches to Bilingual Bicultural Education, No. 1: A New Philosophy of Education.
Dissemination Center for Bilingual Bicultural Education, Austin, Tex.; Systems and Evaluation in Education, Santa Cruz, Calif.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
Bureau No—14-0448
Pub Date Aug 74
Grant—OEG-9-72-0154(280)
Note—22p.; For related documents, see FL 006 958, 960 and 962
Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 ($0.60, set of eight manuals $5.20)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Acculturation, Biculturalism, *Bilingual Education, Bilingualism, Bilingual Students, Bilingual Teachers, *Compensatory Education, Cultural Differences, Cultural Pluralism, Educational Improvement, Educational Innovation, Educationally Disadvantaged, *Educational Philosophy, *Mexican Americans, Public Education, Teacher Education, Teaching Guides
Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII
This teaching manual is the first in a series of seven (accompanied by a manual of self-assessment units) that have been designed for use in bilingual/bicultural programs. The components of the series may be used either individually or together. This manual explores the many issues concerning the responsibilities of public education to the Mexican-American child. A critical examination is made of assumptions of compensatory education. The melting pot theory, or enforced acculturation, is contrasted to cultural democracy or acculturation assistance. This view goes beyond recognition and respect to use and reinforcement of culture as an integral part of the majority culture. (Author/AM)

ED 111 182 95 FL 007 010
Evaluation Instruments for Bilingual Education: An Annotated Bibliography.
Dissemination Center for Bilingual Bicultural Education, Austin, Tex.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
Pub Date Jan 75
Note—125p.
Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 ($1.50)
Document Not Available from EDRS
Descriptors—Achievement Tests, *Annotated Bibliographies, Biculturalism, *Bilingual Education, Chinese, Educational Assessment, English (Second Language), *Evaluation Methods, French, Hebrew, Language Arts, Language Instruction, Language Tests, Mathematics Education, Navaho, Norm Referenced Tests, Portuguese, Program Evaluation, Questionnaires, Science Education, Spanish, *Standardized Tests, Student Evaluation, Testing, *Tests
Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, Miccosukee
This compendium of over 250 evaluation instruments in use by project sites throughout the U.S. is designed to assist bilingual/bicultural educators in locating, developing, or adapting evaluation instruments suitable to local assessment needs. The titles and descriptions of instruments listed are those provided by staff in bilingual/bicultural programs throughout the country. They include commercial and noncommercial sources as well as ESEA Title VII sources. The

main arrangement is by topic, and the index provides crossereferencing by title, author, and publisher. Instruments in seven languages other than English are included. These are: French, Spanish, Portuguese, Hebrew, Navaho, Chinese, and Miccosukee. (Author/AM)

ED 111 183 FL 007 037
Badten, Adelinda Womkon
Atightughyuggaaghusit (The First Reader).
Alaska Univ., Fairbanks. Center for Northern Educational Research.
Pub Date May 74
Note—34p.
Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska, 99701
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Athapascan Languages, Childrens Literature, Elementary Grades, Instructional Materials, *Primary Education, *Reading Materials, *Spelling Instruction, Textbooks, Uncommonly Taught Languages, *Writing Skills
Identifiers—Alaska, *Saint Lawrence Island Yupik
This is an elementary reader designed for spelling and writing instruction, written in St. Lawrence Island Yupik, and highly illustrated. (CLK)

ED 111 184 FL 007 038
Badten, Adelinda Womkon
Atightuusim Aallghi (Second Reading Book).
Alaska Univ., Fairbanks. Center for Northern Educational Research.
Pub Date May 74
Note—70p.
Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Athapascan Languages, Childrens Literature, Elementary Grades, Instructional Materials, *Primary Education, *Reading Materials, *Spelling Instruction, Textbooks, Uncommonly Taught Languages, *Writing Skills
Identifiers—Alaska, *St. Lawrence Island Yupik
This is an elementary manual for spelling and writing instruction, written in St. Lawrence Island Yupik, and highly illustrated. Some basic reading texts are included. (CLK)

ED 111 185 FL 007 039
Kaneshiro, Vera Oovi
Unkusequlghiik (Going to See the Fox Traps).
Alaska Univ., Fairbanks. Center for Northern Educational Research.
Pub Date Mar 74
Note—27p.
Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Athapascan Languages, Childrens Literature, Elementary Grades, *Instructional Materials, *Primary Education, *Reading Instruction, *Reading Materials, Textbooks, Uncommonly Taught Languages
Identifiers—Alaska, *St. Lawrence Island Yupik
This is a highly illustrated elementary reader written in St. Lawrence Island Yupik. Its format is divided between dialogue and narration, and an English translation is included. (CLK)

ED 111 186 FL 007 040
Kaneshiro, Vera Oovi
Pingayut Kaviighhaat (The Three Little Foxes).
Alaska Univ., Fairbanks. Center for Northern Educational Research.
Pub Date 73
Note—21p.
Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Athapascan Languages, Childrens Literature, Elementary Grades, *Instructional Materials, *Primary Education, *Reading Instruction, *Reading Materials, Textbooks, Uncommonly Taught Languages
Identifiers—Alaska, *Siberian Yupik
This is a highly illustrated elementary reader written in Siberian Yupik, part of a series produced by the Alaska Native Language Program. (CLK)

ED 111 187 FL 007 041
Kaneshiro, Vera Oovi
Teketaatenkuk Kinunkuk (Teketaat and Kinu).
Alaska Univ., Fairbanks. Center for Northern Educational Research.
Pub Date Apr 75
Note—23p.
Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Athapascan Languages, Childrens Literature, Elementary Grades, Instructional Materials, *Primary Education, *Reading Instruction, *Reading Materials, Textbooks, *Uncommonly Taught Languages
Identifiers—Alaska, *St. Lawrence Island Yupik
This is a highly illustrated elementary reader written in St. Lawrence Island Yupik. An English translation is included. (CLK)

ED 111 188 FL 007 042
Kaneshiro, Vera Oovi
Qungluk Liilghii Pugimameng (Qungluk Learns to Swim).
Alaska Univ., Fairbanks. Center for Northern Educational Research.
Pub Date Feb 74
Note—53p.
Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Athapascan Languages, Childrens Literature, Elementary Grades, *Instructional Materials, *Primary Education, *Reading Instruction, *Reading Materials, Textbooks, Uncommonly Taught Languages
Identifiers—Alaska, *St. Lawrence Island Yupik
This is a highly illustrated elementary reader written in St. Lawrence Island Yupik. An English translation follows the text. (CLK)

ED 111 189 FL 007 043
Kaveolook, Harold
Malguk Quliaqtuak: Aahaalliglu Piayaanillu, Aniqpaktuaq Avinnaq (Two Stories: The Old Squaw and Its Ducklings, The Large Lemming).
Alaska Univ., Fairbanks. Center for Northern Educational Research.
Pub Date Jul 74
Note—17p.
Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Athapascan Languages, Childrens Literature, Elementary Grades, *Instructional Materials, *Primary Education, *Reading Instruction, *Reading Materials, Textbooks, Uncommonly Taught Languages
Identifiers—Alaska, *Barrow Inupiaq
This elementary reader written in Inupiaq contains illustrations, two stories, and the score for a song. It is part of a series produced by the Alaska Native Language Program. (CLK)

ED 111 190 FL 007 044
MacLean, Edna A.
Uqaluich.
Alaska Univ., Fairbanks. Center for Northern Educational Research.
Pub Date 73
Note—34p.
Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Athapascan Languages, Childrens Literature, Elementary Grades, *Instructional Materials, Numbers, *Primary Education, *Reading Instruction, *Reading Materials, Textbooks, Uncommonly Taught Languages
Identifiers—Alaska, *Inupiaq
This is a highly illustrated elementary reader written in Inupiaq. Also listed are the numbers from 1 through 10, with their names in Inupiaq. (CLK)

ED 111 191 FL 007 045
MacLean, Edna A., Ed.
Tulugaglu Agnauraglu (The Raven and The Little Girl).
Alaska Univ., Fairbanks. Center for Northern Educational Research.
Pub Date Jul 74
Note—24p.
Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Athapascan Languages, Childrens Literature, Elementary Education, Elementary Grades, *Instructional Materials, *Primary Grades, Reading Instruction, *Reading Materials, Textbooks, *Uncommonly Taught Languages
Identifiers—Alaska, *Kobuk Inupiaq
This is an illustrated reader written in Inupiaq for elementary reading instruction. It is part of a series produced by the Alaska Native Language Program. (CLK)

ED 111 192 FL 007 046
MacLean, Edna A., Ed.
Aahahaanaaq.
Alaska Univ., Fairbanks. Center for Northern Educational Research.
Pub Date Jul 74
Note—29p.
Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Athapascan Languages, Childrens Literature, Elementary Education, *Elementary Grades, *Instructional Materials, Primary Grades, Reading Instruction, *Reading Materials, Textbooks, *Uncommonly Taught Languages
Identifiers—Alaska, *Inupiaq
This is an illustrated elementary reader written in Inupiaq, part of a series of reading materials produced by the Alaska Native Language Program. (CLK)

ED 111 193 FL 007 047
Snigaroff, Sally
Hamaa Hlax Aasal Isugix (The Boy and The Seal).
Alaska Univ., Fairbanks. Center for Northern Educational Research.
Pub Date May 73
Note—20p.
Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Childrens Literature, Elementary Education, *Elementary Grades, *Eskimo Aleut Languages, *Instructional Materials, Reading Instruction, *Reading Materials, Textbooks, *Uncommonly Taught Languages
Identifiers—Alaska, *Atkan Aleut
This is an illustrated elementary reader written in Atkan Aleut, part of a series produced by the Alaska Native Language Program. (CLK)

ED 111 194 FL 007 048
Denny, Annie Jonathan, Mildred
Medenildiy. Book IV of a Series for Oral Language Practice for the Children of Tanacross, Alaska.
Alaska Univ., Fairbanks. Center for Northern Educational Research.
Pub Date 73
Note—25p.
Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Athapascan Languages, Audiolingual Skills, Elementary Education, *Instructional Materials, *Primary Grades, *Speech Skills, Textbooks, *Uncommonly Taught Languages
Identifiers—Alaska, *Tanacross
This is Book IV of a series for the oral practice of Tanacross for children of Tanacross at the primary level. The series was designed by Nancy McRoy and developed by the Alaska Native Language Program. (CLK)

ED 111 195 FL 007 050
Lachowicz, Donald John
Using Medical English. For Students of English as a Second Language, with Drills and Exercises in Medical Terminology and Conversational Usage. Volume 1.
American Medical Association, Chicago, Ill.
Pub Date 74
Note—272p.
Available from—Project Director, Medical Education Project - Vietnam, The American Medical Association, 535 North Dearborn St., Chicago, Ill. 60610
EDRS Price MF-$0.76 HC-$13.32 Plus Postage
Descriptors—*English (Second Language), *English for Special Purposes, Instructional Materials, Language Instruction, *Languages for Special Purposes, Medical Education, *Medical Vocabulary, *Second Language Learning, Textbooks
Identifiers—*Medical English
This text was written to acquaint the non-native speaker of English with the pronunciation,

usage and comprehension of English medical terms. A good science background and a knowledge of English grammar and usage are assumed. The volume is divided into five units: (1) Review of Oral English, (2) Vocabulary Exercises and Review, (3) Medical Prefixes and Suffixes, (4) Formation of Medical Terms, and (5) Medical Abbreviations. Vocabulary is taught in medical contexts. In Unit I, English vocabulary is typically presented in lists, exercises involve filling in blanks with appropriate words, and comprehension is practiced in dialog situations with short answer comprehension checks. Unit II contains a set of multiple choice exercises. Units III, IV and V are comprised of matching and short-answer exercises. The text is designed to be used by the student at his own pace. Though an answer key is not furnished, copious review sections are provided throughout. (CHK)

ED 111 196 FL 007 055
Svartvik, Jan, Ed.
Errata: Papers in Error Analysis.
Pub Date 73
Note—173p.; Papers presented at the Symposium on Error Analysis (Lund, Sweden, September 26-27, 1972)
Available from—Jan Svartvik, Lund University, Lund, Sweden (ISBN-91-40-03223-X)
Document Not Available from EDRS
Descriptors—*Applied Linguistics, Contrastive Linguistics, Educational Objectives, *Error Patterns, *Interference (Language Learning), *Language Instruction, Linguistic Competence, Linguistic Difficulty (Inherent), Linguistic Performance, *Second Language Learning, Sociolinguistics
Identifiers—*Error Analysis
Papers presented at the symposium of error analysis in Lund, Sweden, in September 1972, approach error analysis specifically in its relation to foreign language teaching and second language learning. Error analysis is defined as having three major aspects: (1) the description of the errors, (2) the explanation of errors by means of contrastive analysis, (3) a linguistic evaluation and the implementation of the results within teaching methods. The papers are divided into two major groups. The first nine, by N. E. Enkvist, G. Nickel, B. Hammarberg, P. Corder, F. A. Johansson, S. Johansson, H. Rossipal, and E. Lindell, examine the role of error analysis as a means of gaining a better understanding of the general processes of second language learning, and the relation of error analysis to concepts of interlanguage and communicative competence, to the goals of language learning and to problems of methodology. For example, bearing in mind the importance of looking at the sociolinguistic aspects of language learning, including student attitudes, the question of whether the goal of foreign language teaching should be communicative competence or linguistic conformity is raised. The nature of error analysis, which is not simply a process of error collecting, is examined. The last six papers, by C. Stendahl, E. Edstrom, K. Hyldgaard-Jensen, E. Moller, M. Gorosch, and M. Olsson report on specific studies and the application of the results. A bibliography by J. Arabski concludes the collection. (CLK)

ED 111 197 FL 007 061
Connors, Kathleen
Deletion of QUE in Montreal French - a Syntactic Rule.
Pub Date 74
Note—20p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Form Classes (Languages), *French, Language Research, Linguistic Theory, Phonology, *Pronouns, *Regional Dialects, Sociolinguistics, *Syntax, Transformation Generative Grammar
Identifiers—*Quebec (Montreal), QUE Deletion
This article argues that QUE-deletion in Montreal French is a syntactic rule, rather than a phonological one, as earlier treatments had claimed. It is divided into five sections: (1) a discussion of why the rule accounting for the alternation of QUE with zero is a deletion, not an insertion rule, (2) a critique of the best known earlier (phonological) accounts of the rule, (3) a proposed lexico-syntactic solution, (4) an argument for the syntactic nature of the rule on the basis of its ordering among related rules, and (5) a limited survey of QUE-deletion in other popular dialects, with a view to finding indirect evidence as to its phonological or syntactic nature in Montreal French. This external evidence supports neither the phonological nor the syntactic solution conclusively. (Author)

ED 111 198 FL 007 064
Scavnicky, Gary Eugene A.
Extent and Use of Indigenous Vocabulary in Guatemalan Spanish.
Pub Date 75
Note—14p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*American Indian Languages, Area Studies, Bilingualism, Cakchiquel, *Culture Contact, *Descriptive Linguistics, Diachronic Linguistics, *Lexicology, Mayan Languages, Native Speakers, Semantics, *Spanish, Uto Aztecan Languages, Vocabulary
Identifiers—*Guatemala, Word Borrowing
This paper examines the actual content and use of Indian vocabulary in standard Guatemalan Spanish, as opposed to the numerous entries found in antiquated dictionaries. Over 600 Indian words were extracted from contemporary Guatemalan literature and Lisandro Sandoval's "Semantica guatemalense." Interviews were arranged with middle and upper class speakers of Guatemalan Spanish in Guatemala City and Xelaju, the second largest city. The subjects were divided into four age groups: (1) 14-21, (2) 22-35, (3) 36-50, and (4) 51 and over. Several usage patterns emerged. Approximately 225 words were not recognized by any group. These words are semantically divided into terms for trees, plants, animals, rare insects, fish, Indian clothing, expressions for sick children, kinship, agriculture procedures, chiefs or bosses, the devil, and extinct professions. The oldest group recognized the most Indian words, and each progressively younger group was acquainted with fewer. Vocabulary used by all groups was divided into three groups: (1) Fruits and vegetables: achiote, aguacatal, caimito, camote, piloy, and pozol, (2) Animals: cutete, coyote, pijije, and tacuacin, and (3) Utensils and clothing: caite, comal, guacal and paxte. (CHK)

ED 111 199 FL 007 065
Scott, Joseph Reid
Understanding Spanish-Speaking Cultures. Selected Concepts, That May Be Developed at Spanish Level I.
Alameda County Superintendent of Schools, Hayward, Calif.
Pub Date 72
Note—68p.; For related document, See FL 007 066
Available from—Alameda County Education Center, Rm. 45, 685 A. St., Hayward, Calif. 94541 ($3.50)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—*Cultural Awareness, *Cultural Education, Foreign Culture, Instructional Materials, Language Instruction, Language Teachers, Manuals, Mexicans, Second Language Learning, *Spanish, *Spanish Culture, Spanish Speaking, *Teaching Guides
The hypothesis underlying this volume is that certain cultural facts are necessary to understand and use a language correctly. The book was prepared to instruct the language teacher on concepts of Spanish and Latin American (chiefly Mexican) culture to be taught in a beginning Spanish class. The concepts are cross-referenced to be used with five major Spanish texts. The first four chapters of the manual are devoted to defining culture and examining cultural phenomena, values of cultural study and methods of teaching culture. The rest of the book contains instructional essays for the teacher of 42 aspects of life in Spanish-speaking countries, from use of titles and nicknames through social amenities, restaurants and eating customs, sports, theater and movies, the Spanish calendar and use of certain vocabulary. Essays are followed by suggestions for class discussion and drill. A bibliography on teaching culture is appended. (CHK)

ED 111 200 FL 007 066
Walpole, Earl L.
Cultural Understanding: French, Level One. Selected Cultural Concepts Which May Be Developed in French Level I.
Alameda County Superintendent of Schools, Hayward, Calif.
Pub Date 71
Note—97p.; For related document, see FL 007 065
Available from—Alameda County Education Center, Rm. 45, 685 A. St., Hayward, Calif. 94541 ($3.50)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—*Cultural Awareness, *Cultural Education, Foreign Culture, *French, Instructional Materials, Language Instruction, Language Teachers, Manuals, *Second Language Learning, *Teaching Guides
This manual was prepared to instruct the language teacher on concepts of French culture to be taught in a beginning French class to students of any age. The cultural concepts are cross-referenced and intended to be used with five of the most widely used French texts. Certain deeper cultural concepts are meant to be used for longer unit presentation or activities. The first four chapters are devoted to definition of culture and examination of some cultural phenomena and the values of cultural study. Culture is defined as "the individual's role in the unending kaleidoscope of life situations of every kind and the rules and models for attitude and conduct in them..." It is noted that a cultural study should examine all aspects and be simultaneous with the beginning of foreign language study. The rest of the manual contains instructional essays for the teacher on 38 aspects of French culture from use of "tu" and "vous" to family and social life, restaurants and food, business customs, money, art and music, French geography, politics and religion. Each essay is followed by suggested instructional activities. A list of references and information sources is appended. (CHK)

ED 111 201 FL 007 067
Wieman, Leslie A.
Stress Patterns of Early Child Language.
Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.
Pub Date 74
Note—19p.; Abbreviated version of Ph.D. Dissertation, University of Washington
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Child Development, *Child Language, Early Childhood, *Language Ability, *Language Development, *Language Patterns, Language Research, Phonemics, Semantics, Syntax, Transformation Generative Grammar, *Verbal Development
Identifiers—*Stress Patterns
A study was undertaken to determine whether children in early periods of language development use stress with any regular patterns, and if so, on what the patterns are based. The subjects were five children aged 21-29 months, MLU between 1.3 and 2.4. Tape recordings were made during play sessions with each child. Two-word utterances that could be clearly interpreted were extracted and grouped and their stress was determined. Analysis indicates that children have strong stress patterns and that semantic relations are more important to the child's stress than syntax. In use of locative phrases with verb-locative, the locative was stressed in every case. In modifier-noun use, the modifier was almost always stressed, in contrast to transformation generative theory. Other stress priorities are noted and arranged in a scale. It is proposed that children distinguish whether information in utterances is new or contrastive and apply stress accordingly, following a semantic hierarchy. The evidence showing that children early produce regular and significant patterns of stress is important for the syntax vs. semantics controversy in adult stress assignment. (CHK)

ED 111 202 FL 007 068
Wolfram, Walt
Contrastive Linguistics and Social Lectology.
Pub Date Nov 73
Note—33p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Contrastive Linguistics, Cross Cultural Studies, Dialects, *Dialect Studies, *Linguistic Theory, Morphemes, Morphology (Languages), Nonstandard Dialects, Puerto Ricans, *Social Dialects, *Sociolinguistics, Standard Spoken Usage
Identifiers—*Social Lectology
In the past, social lectologists have not considered their work as contrastive linguistics. One reason is that sociolects of a language differ quantitatively; differences lie in the frequency

patterns with which certain forms occur in each lect. Contrastive linguistics deals with standard or idealized languages, while sociolects are often nonstandard or socially stigmatized. Contrastive social lectology began in the 1960s to study vernacular Black English to aid in teaching standard English to minorities. Quantitative measurement of variable linguistic forms aids in examination of speech differences as related to extralinguistic factors. It is necessary to identify social and linguistic environments affecting use of variants. This article charts the occurrence of several variants by social class; analysis reveals the operation of rules governing variable appearance. Optimal use of variables is controlled by a hierarchy of constraints, but a correct theory as to how this system works has not yet been formulated. This notion of structured variability provides a model for variation in interlanguage contrastive studies. In any contrastive study it is important to examine the actual lects contacted rather than idealized norms, as illustrated in a recent study of Puerto Rican English in East Harlem. (CHK)

ED 111 203 FL 007 070
Sutherland, Kenton
Some Characteristics of an Effective Language Learning Program. CATESOL Occasional Papers, No. 1.
California Association of Teachers of English to Speakers of Other Languages.
Pub Date Aug 74
Note—12p.; Paper presented at the Annual Meeting of the California Association of Teachers of English to Speakers of Other Languages (San Francisco, California, April 26-28, 1974)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Adult Education, Bilingual Education, Child Development, *English (Second Language), English Instruction, *Language Instruction, Language Teachers, Learning Characteristics, *Learning Processes, *Learning Theories, *Second Language Learning

Children learn a second language quickly and easily simply by being exposed to it. Adults generally learn more slowly and less well. It is hypothesized that the brain in youth is extremely plastic, but hardens with adolescence and adulthood and becomes less receptive. Children learn in an active way, during play, and the language is reinforced by pleasure and by corresponding activities. Adults usually learn passively in a classroom involving only audiovisual methods and memory. Accordingly, the following characteristics of effective language learning programs are suggesged. For children: Native-speaking teachers, several hours of instruction or exposure daily, linguistically unstructured activities, no corrections until the child is fluent, cultural lessons may or may not be used, supportive home-school environment. For adults: A well-trained, dynamic and patient teacher, students with expressed goals, daily or frequent classes that are both small and homogeneous, linguistically and methodologically sound textbooks, acting out situations in the language, varied modalities of presentation, minimum of correction, outside practice, availability of tutors, individualized instruction, explication of purposes and goals of a learning activity. (CHK)

ED 111 204 FL 007 071
Francis, W. N.
Problems of Assembling, Describing, and Computerizing Corpora. Research Techniques and Prospects. Papers in Southwest English, No. 1.
Trinity Univ., San Antonio, Tex.
Pub Date 75
Note—25p.
Available from—Trinity University, San Antonio, Texas 78222 ($2.00)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—*Comparative Analysis, *Computational Linguistics, Contrastive Linguistics, *Data Collection, Descriptive Linguistics, Language Research, Linguistic Competence, Linguistic Performance, *Research Tools, Semantics, *Word Frequency, Word Lists
Identifiers—*Brown Standard Corpus

The paper investigates the problems of assembling, describing and computerizing corpora, defined as collections of "texts assumed to be representative of a given language, dialect or other subject of a language, to be used for linguistic analysis." Specific reference is made to the formation of the Brown Standard Corpus. The formation of a corpus is justified in terms of saving effort and in providing a compilation of data that will serve as a research tool in comparative studies. Important questions in the process concern the body of language from which the sample will be drawn, the size of the sample, and its structure. These, in turn, are dependent on the purpose for which the corpus is assembled: graphic analysis will require a different corpus than will phonological or grammatical analysis, for example, the latter presenting the most problems. Practical constraints on the size of the corpus, including time, energy and money are mentioned. The organization of the corpus is discussed, underlining such factors as the size of the base units, mode of selection and collection, assembly of the corpus and computerization. The question of how much additional explanatory material should accompany the corpus is raised, with particular reference to lexical and semantic analyses. (CLK)

ED 111 205 FL 007 072
Tway, Patricia
Cognitive Processes and Linguistic Forms of Factory Workers.
Pub Date 75
Note—18p.; Paper presented at the summer meeting of the Linguistic Society of America (37th, Tampa, Florida, July 25-27, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Cognitive Processes, Concept Formation, Language Styles, Language Variation, *Social Factors, Socioeconomic Influences, *Sociolinguistics, Verbal Communication, *Vocabulary, *Work Environment

This paper examines language in a factory setting and focuses on: (1) identical terms which workers use in different contexts, (2) terms that are discarded or changed, (3) different terms that express opposite units in a conceptual category but are labels for identical objects, and (4) terms which represent finer discriminations within conceptual categories. The paper shows that: (1) the manner in which some workers discriminate between categories reveals their position in the production flow, (2) terms are lost if ideas relating to them are lost to the group, and some undergo a psychological regrouping if there is competition between homophonous forms in overlapping work environments, (3) operational links determine the extent to which workers share conceptual categories and linguistic terms referring to those categories, and (4) workers who are closely associated with particular operations are capable of making precise distinctions between conceptual units. The discussion shows that studying language in a work setting contributes to a better understanding of the relationship between social forces, cognitive processes and communicative behavior. (Author)

ED 111 206 FL 007 073
Ross, John
Sociolects, Codes and Language Teaching.
Pub Date Sep 74
Note—23p.; Paper presented at the Annual Congress of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1974)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Language Classification, *Language Instruction, *Language Styles, Language Usage, *Language Variation, Models, Second Language Learning, *Social Dialects, Social Factors, *Sociolinguistics
Identifiers—Bernstein (Basil), Codes, Registers, *Sociolects

The aim of this paper is to clear up some of the confusion that has developed around interpretations of Bernstein's concept of code-distribution. After a rapid review of the main dimensions of linguistic variation within a given society, with particular attention to sociolectal and register variation, 'codes' are examined and compared with registers and sociolects. There follows a more detailed investigation of the nature and implications of codes in the Bernsteinian sense, relating to the social and, more precisely the educational context. The conclusions are that 'code' and 'lect' correspond to radically different types of variation, and that code-variation is by no means as socially exclusive or inherently so politically charged as many writers claim. Two points should be borne in mind while reading this paper; it represents work in progress towards a fuller treatment of the subject, and the final presentation of "restricted code" is exaggerated deliberately to provide a counter-argument to polemic current in Europe in 1974. (Author)

ED 111 207 FL 007 074
Leap, William L.
Prospects for American Indian English Linguistics Research. Papers in Southwest English 1: Research Techniques and Prospects.
Trinity Univ., San Antonio, Tex.
Pub Date 75
Note—11p.
Available from—Trinity University, San Antonio, Texas 78284 ($2.00)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—*American Indian Languages, *American Indians, Dialect Studies, *Diglossia, English, *English (Second Language), Geographic Regions, Grammar, Interference (Language Learning), Language Research, Language Usage, Language Variation, *Nonstandard Dialects, Regional Dialects, Second Languages, Syntax
Identifiers—*American Indian English, Black English, Southwest English

Several focal points for southwestern American Indian English research are proposed. This variation is used on reservations or in urban Indian enclaves when the "Indianness" of the discussion or participants needs formal linguistic marking. One research goal is to demonstrate that tribal varieties of Indian English actually exist. Analysis shows that Indian English grammatical and phonological structures are often replications of the Indian language detail. American Indian English may have had a fairly recent origin in federal boarding schools where only English could be spoken in classrooms and dormitories by the Indian students of various tribes. A second area for research is the idea that current American Indian English dialects vary predictably according to the native language rules. Dialects of American Indian English contain grammatical features common to other nonstandard dialects, such as Black English. Testing is underway to determine whether the dialect factors arise from similar motivations. Another research project is a study of the Indian English patterns within a given community to yield information about both grammatical structures in the Indian language and first-language interference in learning standard English. A final research area is the need for educational techniques and policy to develop diglossic fluency in both standard and American Indian English. (CHK)

ED 111 208 FL 007 075
Jacobson, Rodolfo
Research in Southwestern English and the Sociolinguistic Perspective: Thoughts and Suggestions from a Newcomer to Texas. Papers in Southwest English 1: Research Techniques and Prospects.
Trinity Univ., San Antonio, Tex.
Pub Date 75
Note—16p.
Available from—Trinity University, San Antonio, Texas 78284 ($2.00)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Bilingualism, *Dialect Studies, Geographic Regions, *Language Research, Language Variation, Linguistic Theory, Mexican Americans, *Nonstandard Dialects, *Regional Dialects, *Sociolinguistics, Spanish, Spanish Speaking, Standard Spoken Usage
Identifiers—Southwest English

The term "Regional Standard English" should refer to any kind of English spoken by educated individuals in a particular region. Vernacular is spoken by individuals with little education. Sociolinguistics as a field embraces ethnography of communication, social coding, societal analysis, social-psychological analysis and anthropoloty, all of which avenues of research are pursued by noted linguistic theorists. These strands may be unified into a "pandialectical model of sociolinguistic research." Early work in the field isolated vernaculars, identified patterns of language choices, and constructed rules governing variability. Variation within a language or between languages can be understood as a continuum within which a speaker moves and chooses. Notions of language restrictiveness and elaborateness were seen to be independent of intellectual capacity. Research into southwest En-

glish must consider Mexican-American English, Spanish, and bilingualism. Research should study sociolinguistic perspectives investigated elsewhere and identify pandialectical elements that may be applied to the southwest to construct a pandialectical model to trigger research. Issues to be examined include: (1) identification of vernaculars, (2) the nature of stylistic shifting, (3) description of speech communities, (4) description of variability features through variable rules, and (5) the presence of cross-cultural biases. (CHK)

ED 111 209 FL 007 076

Hoffer, Bates

Towards Implicational Scales for Use in Chicano English Composition. Papers in Southwest English 1: Research Techniques and Prospects.

Trinity Univ., San Antonio, Tex.

Pub Date 75

Note—14p.

Available from—Trinity University, San Antonio, Texas 78284 ($2.00)

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Comparative Analysis, Composition Skills (Literary), *Contrastive Linguistics, Dialect Studies, *English (Second Language), Error Patterns, Grammar, *Interference (Language Learning), Language Learning Levels, Language Variation, Mexican Americans, Nonstandard Dialects, *Second Language Learning, Spanish Speaking, Standard Spoken Usage

Identifiers—*Error Analysis, Southwest English

Dialect analysis should follow the procedure for analysis of a new language: collection of a corpus of words, stories, and sentences and identifying structural features of phonology, morphology, syntax, and lexicon. Contrastive analysis between standard English and the native language is used and the ethnic dialect of English is described and compared with standard English. Variation study of the Mexican-American dialect is important to identify grammatical errors that can be corrected. Constrastive analysis explains and predicts first-language interference from maximal to minimal as the second language is learned. Error analysis compiles deviations caused by language interference, dialect differences, lack of knowledge of grammar, etc., and provides a teaching tool. Language acquisition and probably second language learning follows set stages and the types of errors appropriate to each stage are in a well-defined series. The notion of irreversible solidarity states that when E3, E2, and E1 are grammar rules of descending difficulty, if E3 is learned and used correctly by an individual, then E2 and E1 will be also. The rules are learned in order from simple to complex. Knowledge and understanding of language acquisition and error patterns are powerful diagnostic tools for the teacher of English. (CHK)

ED 111 210 FL 007 077

Hindi Stories: A Dual Language Reader for Area and Advanced Language Students.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of International Education.

Pub Date 75

Contract—OEC-0-72-0739

Note—338p.; In English and Hindi

Available from—South Asian Language and Area Center, University of Wisconsin-Madison, Madison, Wisconsin 53706

Document Not Available from EDRS

Descriptors—*Anthologies, *Hindi, *Indians, Instructional Materials, Literature, *Reading Materials, Second Language Learning, *Short Stories, Tales

Identifiers—*India, NDEA Title VI

The translator selected six short stories by modern Indian writers and compiled them as a reader for advanced students of Hindi and Area Studies. The Hindi text on the right-hand page is translated into English on the left. The stories were selected to include vignettes of urban and rural life and characters from both middle and lower class backgrounds with varying occupations. The tales reflect cultural problems in modern India where there is often a conflict between old world ideas and modern changes. The contents are: (1) "Paper Flowers" by Usha Priyamvada; (2) "A Difference" by Nirmal Verma; (3) "Dinner for the Boss" by Bhisham Sahni; (4) "Idgah" by Prem Chand; (5) "Married Women" by Mohan Rakesh; and (6) "The Third Vow or 'Gulfam is Slain'" by Phanishwar Nath 'Renu'. A glossary of obscure terms and a long list of vocabulary and definitions are included, along with a biographical sketch of each author. (CHK)

ED 111 211 FL 007 078

de Ronceray, Hubert Petit-Frere, Serge

Project experimentale sur le bilinguisme Creole-Francais au niveau de l' enseignement primaire en Haiti (Experimental Project on Creole-French Bilingualism at the Primary Level in Haiti).

Centre Haitien d'Investigation en Sciences Sociales, Port-au-Prince.

Pub Date Aug 75

Note—25p.; In French

Journal Cit—Bulletin d'Informations du Chiss, v4 n14 Aug 1975

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Attitudes, *Bilingual Education, Bilingual Students, *Creoles, *French, *Haitian Creole, Language Variation, Official Languages, *Primary Education, Socioeconomic Influences, Sociolinguistics, Teaching Methods

Identifiers—*Haiti

This is a progress report on the first year of an experimental bilingual education project for primary education in Haiti, sponsored by the Centre Haitien d' Investigation en Sciences Sociales (CHISS), The center's goal was to carry out a scientific project, to secure the facts from emotional and political prejudice. The point is to show the effect of the use of the vernacular in the learning of subjects in the curriculum. A socioeconomic investigation which preceded the project selected 150 6-year-old children from rural backgrounds, from three communities: Flon, Darbonne, and Dessources. Factors such as the degree of literacy and education of the parents, their professional status or lack thereof, and the amount of land that they worked were taken into account. The experimental group used Creole as a medium of instruction, while French was taught as a foreign language. Control Group 1 used exclusively French and the methods of the Mission Pedagogique Francaise, while Control Group 2 used those of the Department of Rural Education and was independent of CHISS. Testing of intelligence, oral language, achievement, and attitudes was conducted at given intervals. The tabulated results show bilingual education to be preferable to traditional methods. (CLK)

ED 111 212 FL 007 079

Garfinkel, Alan, Ed. And Others

LBRIG Newsletter (Newsletter of the Language by Radio Interest Group). Vol. IV, No. 1.

Purdue Univ., Lafayette, Ind. Dept. of Modern Languages.

Pub Date Sep 75

Note—7p.; For related documents, see ED 081 292, 097 800 and 105 770

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Audiovisual Aids, *Educational Radio, Educational Technology, *Language Instruction, Newsletters, News Media, *Radio, *Second Language Learning, Teaching Techniques

The Language by Radio Interest Group (L-BRIG) Newsletter, volume 4, number 1, opens with an appeal to subscribers to contribute articles, reports, notes etc. The annual ACTFL workshop held on 29 Nov. 1975 is then described. It features a report by Dolores Zesiger, instructor in Spanish at Logan (Ohio) High School, on the interesting use of local Spanish radio programs. Also participating in the workshop will be Bob Nelson, describing new curriculum patterns involving production and reception of radio programs, and Richard Wood reporting on current and prospective listening opportunities, and presenting recordings of shortwave reception. Feature articles in the newsletter include; (1) "Kit-Form Equipment in Foreign Language Broadcast Listening," by Herbert De Ley dealing with advantages of owning and assembling shortwave receivers for foreign language broadcasts, and (2) "Outline for a Contemporary Civilization Course Based on Radio," by Pierre Trescases which offers specific suggestions on how to use radio to broaden civilization courses. (CLK)

ED 111 213 FL 007 080

Pohl, Jacques

Trente ans d'etudes sur les parlers francais de Belgique, 1945-1975 (Thirty Years of Studies on French Usage in Belgium, 1945-1975).

Universite Libre de Bruxelles (Belgium). Institut de Phonetique.

Pub Date Mar 75

Note—94p.; For related document, see ED 101 576; from Rapport d'activites de l' institut de Phonetique; in Franch

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—Bibliographic Citations, *Bibliographies, Descriptive Linguistics, *Dialect Studies, *French, *Language Research, Language Usage, Language Variation, Reference Materials, *Regional Dialects, Research Tools

Identifiers—*Belgium

This is a report on the different types of studies of the regional varieties of French that have been carried out in Belgium from 1945 to the present. The majority of the studies have been done by Belgians, and have to do with regional varieties of French spoken in Belgium. Some, however, examine African or American varieties. Chapter 1 deals with the normative or prescriptive studies. These include investigations of lexical and semantic items and have chiefly concentrated on measuring the difference between "Belgian" usage and "correct" French as judged primarily by the literary language. Chapters 2 and 3 discuss the descriptive studies which deal with lexical and semantic problems, or with grammatical and phonetic problems. Chapter 4 is dedicated to the studies that are indirectly related to Belgian varieties of French, including historical investigations and relevant literary studies. Chapter 5 refers to studies that are of a more sociological nature. In each chapter, brief discussions of the material accompany the listing of the works. The author's name and the date of publication are included. An extensive bibliography concludes the report. (CLK)

ED 111 214 FL 007 081

Grittner, Frank M.

Motivating Students in the Foreign Language Classroom.

Pub Date Oct 74

Note—26p.; Speech given at the Southern Conference of Language Teaching (10th, Atlanta, Georgia, October 11, 1974)

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Classroom Environment, *Classroom Techniques, *Language Instruction, Language Skills, Language Teachers, Modern Language Curriculum, *Motivation Techniques, *Second Language Learning, Student Attitudes, Student Interests, *Student Motivation, Teacher Influence

Motivating students to study foreign languages is a unique problem within American culture. Experience suggests that Americans are psychologically inhibited from identifying with other people because of sensitiveness to their immigrant past. Some foreign language educators have concluded that, because of this past, teaching of foreign languages will always be difficult, if not impossible, in most American schools. Others feel that this factor merely makes foreign language instruction more difficult, but not impossible. According to the latter view, the key to motivating American students lies in getting them intrinsically motivated. The problem is that foreign language acquisition requires the learning of a great deal of material which, in itself, is not intrinsically motivating. As a result, many teachers attempt to force-feed the material into students. This tends to drive them out of foreign language study and to reduce enrollment levels to the point where the program is financially questionnable. Thus, the key to success in the American foreign language classroom lies in making the necessary drill material palatable without having the classroom deteriorate into "fun and games." The article discusses the above-mentioned problem and suggests techniques for motivating students in the context of American education. (Author)

ED 111 215 FL 007 082

Huebener, Theodore

Opportunities in Foreign Language Careers.

Pub Date 75

Note—140p.

Available from—Vocational Guidance Manuals, 620 South Fifth St., Louisville, Kentucky

40202 (paper $2.45, hardcover $4.25 plus $0.40 postage and handling)
Document Not Available from EDRS
Descriptors—Bilingualism, Career Awareness, *Career Choice, *Career Education, *Career Planning, Language Proficiency, Language Programs, *Language Skills, Modern Languages, Second Language Learning, *Second Languages, Translation, Vocational Counseling, Vocational Development, Vocational Education
Identifiers—Foreign Language Careers
This guide to careers requiring knowledge of a foreign language details a wide range of positions. It begins with a general survey of the field of foreign languages--historical background, need for trained personnel, attributes necessary for success, comments of business and professional people. Educational preparation in high school, college, and special training is outlined, followed by a chapter on finding a suitable job--applications, interviews, employment agencies, employment abroad, analyzing the job. A section on foreign trade covers advertising, export, salaries, and opportunities for women. One chapter surveys various vocations from airlines to architecture, banking, library work, scientific research, and translation. Opportunities in government service include Civil Service, Department of State, USIA, Voice of America, and the United Nations. The teaching profession is surveyed. Lists of recommended reading and of language associations and journals are included. (CHK)

ED 111 216 FL 007 084
Raugh, Michael R. And Others
Teaching a Large Russian Language Vocabulary by the Mnemonic Keyword Method. Psychology and Education Series, Technical Report No. 256.
Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Pub Date 11 Jul 75
Note—56p.; For related documents, see ED 096 816 and ED 096 841
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Associative Learning, College Language Programs, Computer Assisted Instruction, Language Instruction, Memory, *Mnemonics, Retention, *Russian, *Second Language Learning, Teaching Methods, *Vocabulary Development
Identifiers—*Keyword Method
This study evaluates the effectiveness of a mnemonic procedure, called the keyword method, for teaching a large Russian language vocabulary to college students. The method divides the study of a vocabulary item into two stages. The first stage requires the student to associate the spoken Russian word to an English word (the keyword) that sounds like some part of the foreign word; the second stage requires the student to form a mental image of the keyword "interacting" with the English translation. Thus, the keyword method can be described as a chain of two links connecting a foreign word to its English translation through the mediation of a keyword: the foreign word is linked to a keyword by a similarity in sound (acoustic link), and the keyword is linked to the English translation by a mental image (imagery link). A computer controlled curriculum using the keyword method served as a supplement to the second-year Russian language course at Stanford University. Students studied a large basic vocabulary over an 8- to 10-week period. Data obtained during the study and student reports indicate that the keyword method was highly effective. (Author)

ED 111 217 FL 007 085
Akwesasne Mohawk. Book 1.
Salmon River School District, Ft. Covington, N.Y.
Spons Agency—New York State Education Dept., Albany. Office of Cultural Education.
Pub Date [75]
Note—24p.; For related document, see FL 007 086
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*American Indian Languages, *Biculturalism, *Bilingual Education, Bilingualism, *Elementary Education, *Instructional Materials, Pronunciation Instruction, Reading Instruction, Reading Materials, Textbooks, Uncommonly Taught Languages, Vocabulary Development
Identifiers—*Akwesasne Mohawk
This is a highly illustrated text designed to teach vocabulary of Akwesasne Mohawk at the elementary level in a bilingual/bicultural setting. Each word is accompanied by its English equivalent. Vocabulary includes numbers 6-10, colors, animals, substances, and people in everyday life. The Mohawk spelling and pronunciation are those used by the Akwesasne Mohawk people. The book is one of a series produced by the Title IV bilingual/bicultural program at the Salmon River Central School in New York State. (CLK)

ED 111 218 FL 007 086
Akwesasne Mohawk. Book K.
Salmon River School District, Ft. Covington, N.Y.
Spons Agency—New York State Education Dept., Albany. Office of Cultural Education.
Pub Date [75]
Note—24p.; For related document, see FL 007 085
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*American Indian Languages, *Biculturalism, *Bilingual Education, Bilingualism, *Elementary Education, *Instructional Materials, Pronunciation Instruction, Reading Instruction, Reading Materials, Textbooks, Uncommonly Taught Languages, Vocabulary Development
Identifiers—*Akwesasne Mohawk
This is a highly illustrated text designed to teach vocabulary of Akwesasne Mohawk at the elementary level in a bilingual/bicultural setting. Each word is accompanied by its English equivalent. Vocabulary includes numbers 1-5, common animals and substances, and every day expressions such as "hello" "goodbye," and "thank you." The Mohawk spelling and pronunciation are those used by the Akwesasne Mohawk people. Some basic dialogue exchanges are included at the end. The book is one of a series produced by the Title IV bilingual/bicultural program at the Salmon River Central School in New York State. (CLK)

ED 111 219 FL 007 088
English for Speakers of Other Languages: A Bibliography.
British Council, London (England). English-Teaching Information Centre.
Pub Date Dec 74
Note—59p.; For related documents, see ED 093 159, FL 005 394, FL 007 089, and FL 007 090
Available from—English Teaching Information Centre, The British Council, 10 Spring Gardens, London SW1A 2BN, England (free of charge)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Annotated Bibliographies, Booklists, Cultural Background, Dictionaries, *English (Second Language), English for Special Purposes, Grammar, *Instructional Materials, *Language Instruction, Language Skills, Language Tests, Literature Reviews, Second Language Learning
Identifiers—English History
This annotated bibliography lists books useful for teaching or learning English as a second language. Most of the books were published since 1965, and the majority were published in England. Prices are listed. The contents include sections on reference books and dictionaries; linguistics; grammar of English; vocabulary; language learning and teaching; aids to learning; testing; spoken English; reading; writing; general courses; English for special purposes; literature, and background studies of English history and sociology. An alphabetical index of authors is included. (CHK)

ED 111 220 FL 007 089
Aids to English Language Teaching: Information Guide No. 4.
British Council, London (England). English-Teaching Information Centre.
Pub Date Apr 75
Note—73p.; for related documents see FL 005 394, FL 007 088, and FL 007 090
Available from—English Teaching Information Centre, The British Council, 10 Spring Gardens, London SW1A 2BN, England (free of charge)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Annotated Bibliographies, *Audiovisual Aids, Booklists, *Catalogs, Educational Games, Educational Resources, Elementary Secondary Education, *English (Second Language), *Instructional Materials, Literature Reviews, Second Language Learning, Visual Aids
Identifiers—*Great Britain
This is an annotated guide to English language instructional materials useful for both native and non-native speakers of English at primary and secondary levels. Materials relate to and are available in Great Britain; prices and addresses of publishers and suppliers are included. The sections cover: (1) Visual aids specifically designed for English-language teaching--charts, films, cartoons, flashcards, magazines, audiovisual courses; (2) Mother tongue educational materials which could be applied to English-language teaching--recordings, pictures, games, slides, cassettes, all aimed primarily at young children; (3) Children's magazines; (4) Audiovisual materials on British life and institutions; (5) A select list of catalogues of resource materials; (6) A select list of books on methods of producing and using audiovisual aids in language teaching; (7) A guide to materials for making visual aids--instant letters, flannelgraphs in shapes and pictures, hook and loop or plastic display boards, magnet boards and sound effects; and (8) A guide to sources of supplementary display materials on topics ranging from arts and banking to food, fuel, transportation, pets, etc. (CHK)

ED 111 221 FL 007 090
Recorded Materials for Teaching English: Information Guide No. 3.
British Council, London (England). English-Teaching Information Centre.
Pub Date Sep 74
Note—98p.; For related documents, see FL 005 394, FL 007 088-089
Available from—English Teaching Information Centre, The British Council, 10 Spring Gardens, London SW1A 2BN, England (free of charge)
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Annotated Bibliographies, Audio Equipment, *Audiovisual Aids, *English (Second Language), English for Special Purposes, *Instructional Materials, Language Instruction, Phonograph Records, Phonology, Second Language Learning, Speech Skills, Tape Recordings
Identifiers—*British English
This is an annotated list of recorded materials for teaching oral skills to those studying English as a second or foreign language or for special purposes. The materials listed are recorded in British English, with a few exceptions. Included are tape recordings, records, cassettes and films, with accompanying texts, workbooks, and teachers' manuals. The list details materials on language courses, both class and home-study; phonology and pronunciation; spoken English; listening comprehension; English for special purposes; grammar; songs; ancillary materials; films and film loops for students, and material for teachers. Addresses of publishers and an index follow. (CHK)

ED 111 222 FL 007 091
Phillips, Jean McCabe
Code-Switching in Bilingual Classrooms.
Pub Date May 75
Note—77p.; Masters Thesis, California State University, Northridge
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Bilingual Education, Bilingual Students, *Classroom Environment, *Elementary Education, English, Language Enrichment, Language Instruction, Language Variation, Maintenance, Second Language Learning, Sociolinguistics, *Spanish, *Teaching Methods, Teaching Techniques
Identifiers—California (Los Angeles), *Code Switching
This thesis presents the results of a field study of code-switching in K-3 level classrooms of an experimental Spanish-English bilingual education project in Los Angeles. The goal of the project, based on a pluralistic model of bilingual education, was the maintenance of Spanish by means of continued language-development in both the students' native and second languages. The thesis shows that the means of implementation contradict the project's goals. Data was collected on code-switching in 12 different setting-participant

combinations during language-development lessons. A quantitative measure related code-switching by teachers and students to specific setting-participant combinations. An analysis of the functions of teacher code-switching indicates that it is a communicative strategy. The study concludes that: (1) English is more intrusive in the classroom than Spanish; (2) the contrast in the amount of code-switching by teachers may be based on their expectations of students to communicate in the target language; and (3) the contrast between the patterns of teacher code-switching during the language lessons may be signaling to students that English functions more efficiently than Spanish for "important" messages in the classroom. Demotion of Spanish may be an attitude-motivation factor in both the maintenance of Spanish for native speakers and the acquisition of Spanish for native speakers of English. (Author/CLK)

ED 111 223 FL 007 105
Ghini, Costantino And Others
State Wide CODOFIL Program of French Instruction at the Primary Level, Evaluation Report.
Ghini and Associates, New Orleans, La.
Spons Agency—Louisiana State Dept. of Education, Baton Rouge.
Pub Date 73
Note—157p.; For related documents, see FL 007 106 and FL 007 107
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—Communication Skills, Curriculum Development, *Fles Programs, *French, *Language Instruction, Language Programs, Language Skills, Language Teachers, Primary Education, *Program Attitudes, *Program Evaluation, Second Language Learning
Identifiers—*Louisiana
This report presents an evaluation of the Louisiana state-wide program of French instruction at the primary level for the academic year 1972-73. The aims of the program were to show that second language learning is feasible and beneficial, can fit within the educational priorities of the Louisiana school system, and is valuable for both anglophone and, particularly, French-speaking children, who are at a linguistic disadvantage in the educational system. The performance and operational objectives used to measure achievement of these aims demonstrated that: (1) children are not harmed in promotional subjects by the program; (2) students throughout the state are affected similarly by the program; and (3) students in the program noticeably improve listening and comprehension skills in French. The relationship between oral proficiency and mastery of structure and lexical items was determined, as were the attitudes of parents and the educational community. Detailed information regarding the evaluation of each objective constitutes the body of the report. Appendices provide sample surveys and related illustrative data. A final section consists of an educational accomplishment audit for the program. (CLK)

ED 111 224 FL 007 106
Ghini, Costantino And Others
State Wide CODOFIL Program of French Instruction in the Elementary Grades, 1973-74, Evaluation Report.
Ghini and Associates, New Orleans, La.
Spons Agency—Louisiana State Dept. of Education, Baton Rouge.
Pub Date 74
Note—145p.; For related documents, see FL 007 105 and FL 007 107
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—Communication Skills, Community Education, Community Involvement, Curriculum Development, Elementary Education, *Fles Programs, *French, Inservice Teacher Education, *Language Instruction, Language Programs, Language Skills, Language Teachers, *Program Attitudes, *Program Evaluation, Second Language Learning
Identifiers—*Louisiana
This report presents an evaluation of the Louisiana state-wide program of French instruction at the primary level during the academic year 1973-74. Aims of the program were to show that: (1) a second language learning program is feasible, educationally sound, and can fit within the existing educational program while utilizing the present staff; and (2) the program will also develop communication skills in the individual's primary or native language. Further aims were to train elementary teachers to provide basic and uniform competency in French, and to provide opportunities for community members to participate in French classes. Measurable performance and operational objectives used to measure achievement of these aims demonstrated that language instruction contributes to learning of curriculum subjects and that listening and comprehension skills in French are improved along with oral proficiency and mastery of structural and lexical items. The inservice teacher training, community response to adult French classes, and various attitudes regarding the program were also evaluated. The impact of the program and its implementation were examined. Detailed information regarding the evaluation of each objective constitutes the body of the report. Illustrative data are supplied in the body and appendices. An educational accomplishment audit for the program concludes the report. (CLK)

ED 111 225 FL 007 107
Ghini, Costantino And Others
State Wide CODOFIL Program of French Instruction in the Elementary Grades, 1974-75, Evaluation Report.
Ghini and Associates, New Orleans, La.
Spons Agency—Louisiana State Dept. of Education, Baton Rouge.
Pub Date 75
Note—104p.; For related documents, see FL 007 105-106
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—Career Education, Communication Skills, Community Education, Community Involvement, Curriculum Development, Elementary Education, *Fles Programs, *French, Inservice Teacher Education, *Language Instruction, Language Programs, Language Skills, Language Teachers, *Program Attitudes, *Program Evaluation, Second Language Learning, State Legislation
Identifiers—*Louisiana
This report presents an evaluation of the Louisiana state-wide program of French instruction at the primary level for the academic year 1974-75, the third year of the program's implementation. The focus of the evaluation is on the attainment of linguistic objectives and the measurement of the community's support of the program. The program consists of four major components: instruction of French as a second language in elementary schools, career education, an inservice teacher training program, and adult night classes. The linguistic progress findings in the report, which follow a summary of findings and demographic statistics, apply to the first two components. Samples and results of the surveys of attitudes of parish superintendents, supervisors, principals, parents, and adult French students constitute the body of the report, along with a summary of the inservice teacher training program. Comments and recommendations conclude the report. Following the report is a copy of Louisiana Senate Bill No. 639, the act which authorizes the teaching of second languages in grades 1-12 in Louisiana schools. (CLK)

HE

ED 111 226 HE 006 509
Study of Supply Response to Oversupply of College Places.
Froomkin (Joseph) Inc., Washington, D.C.
Spons Agency—Department of Health , Education, and Welfare, Washington., D.C. Office of the Secretary.
Pub Date Feb 75
Note—108p.; Contract HEW-OS-74-297
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—Educational Demand, Educational Supply, *Enrollment, Enrollment Influences, Enrollment Projections, Enrollment Rate, *Enrollment Trends, *Financial Support, *Higher Education, Nonresidential Schools, Private Financial Support, Private Schools, Public Support, School Demography, State Colleges, State Universities, *Student Enrollment
How can either private or public colleges and universities compete for students? Through what kinds of policies would they be most likely to encourage enrollment in their institutions? This study was designed to answer these questions, which have become relevant because of the near certainty that the majority of institutions will have a plethora of space and a shortage of applicants by 1985. To reflect the competitive strengths of different schools in both the private and public sector during the next ten years, post-secondary institutions were classified by selectivity and geographical recruitment areas. Various strategies for increasing enrollments are discussed and evaluated. The study concludes that the size of the private sector depends upon policies in the public sector. It is quite possible, with generous state funding, that public schools will maintain past levels of enrollment and impact enrollments in the private sector quite drastically. Private institutions will have no choice but to lower admission requirements to attract students who can afford to pay the high tuition fees they charge. The lesser private schools (except those catering to commuters, which presumably have the monopoly of location) will lose a considerable portion of their enrollment and may be forced to close. (Author/JMF)

ED 111 227 HE 006 524
Guidelines for the Interpretation and Implementation of the Rules and Standards for Licensing Non-Public Educational Institutions to Confer Degrees.
North Carolina Univ., Chapel Hill.
Pub Date Mar 74
Note—21p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Academic Standards, Administrative Organization, Admission Criteria, *Certification, Educational Objectives, Faculty Evaluation, *Guidelines, *Higher Education, Library Programs, *Private Schools, School Libraries, State Licensing Boards, *State Standards
Identifiers—*North Carolina
These guidelines are provided to assist in meeting the necessary rules and minimum standards and in making judgments on licensing. Suggestions are offered for evaluating an institution's statement of purpose as well as specific aspects of its program. The educational program is assessed with regard to its courses, duration and intensity (associate degree, baccalaureate degree, graduate degree offerings), general education, residence, certification, summer, evening and extension work, and out-of-state extension work. Its organization and administration is judged according to charter, period of operation, governing board, administration, qualification of personnel, safety and health provisions, unethical practices, cancellation and refund policy, agent, catalog, and discrimination. The faculty is defined in terms of educational credentials, size, workload; definition of responsibilities, professional growth, appointment, and stability. The library is evaluated as to policy, direction and supervision, space, holdings, annual budget, use of other resources, classification system, and records. Admissions, counseling and guidance, health services, placement, financial aid, and records are examined for student assessment, and facilities and general finances are also examined. (LBH)

ED 111 228 HE 006 527
Biggs, Donald A. And Others
Citizens' Attitudes toward the University of Minnesota.
Minnesota Univ., Minneapolis. Office for Student Affairs.
Pub Date 12 May 75
Note—35p.
Journal Cit—University of Minnesota Research Bulletin; v15 n13 May 12 1975
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Athletics, *Community Surveys, Educational Assessment, Financial Support, *Higher Education, *Public Opinion, School Community Relationship, Social Services, *State Universities
Identifiers—*University of Minnesota
A mailed survey was conducted of Minnesota citizens' views of goals and priorities for the University of Minnesota, their satisfaction with various aspects of the university and their familiarity with it. Responses were received from 409 of the 620 randomly selected citizens of Minnesota who were contacted. Key findings include: Most respondents tended to endorse a broad, multifaceted mission for the university. Within that broad mission, the most support was given to graduate and undergraduate programs oriented toward career preparation. Least support was offered for the provision of social events for stu-

dents and athletic events for the public. Although large numbers of respondents felt inadequately informed to make judgments about the university, majorities of those who did answer reported being satisfied with the university system as a whole and with university students and faculty. (Author)

ED 111 229 HE 006 528

Matross, Ronald And Others

A Survey of Student Opinion Toward Student Services Fees at the University of Minnesota.

Minnesota Univ., Minneapolis. Office for Student Affairs.

Pub Date 12 May 75

Note—17p.

Journal Cit—University of Minnesota Research Bulletin; v15 n22 May 12 1975

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—College Students, Cost Effectiveness, *Fees, Fiscal Capacity, Health Insurance, Health Services, *Higher Education, Ombudsmen, Operating Expenses, Program Costs, *Student Costs, Student Needs, *Student Opinion, *Surveys, Telecommunication

Identifiers—*University of Minnesota

The University Poll conducted a survey of the opinions of 740 randomly selected Twin Cities campus students toward 14 student services fees required by the University of Minnesota. Results from 624 students, 84 percent of the sample, are reported here. Key findings include: For no fee did a majority of students endorse an immediate reduction or elimination, but for only four fees (health service inpatient and outpatient care, Student Ombudsman Service, and Regents' Aid Fund) did a majority advocate an increase to maintain present programs in the face of inflation. Over 75 percent of the respondents were against having a regular telecommunications fee, although over 40 percent felt that they might be interested in using student telecommunications services in some fashion. Respondents were nearly evenly divided over a proposal to replace the health service inpatient fee with a health insurance requirement. (Author)

ED 111 230 HE 006 530

Kenny, Eleanore

New and Innovative Programs, 1973-1975. A Report to the Legislature Regarding Chapter 131 Washington Laws of 1973, 1st Extraordinary Session.

Washington State Council on Higher Education, Olympia.

Pub Date Feb 75

Note—51p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—Data Collection, Educational Finance, *Educational Innovation, *Educational Legislation, *Experimental Programs, Financial Policy, *Higher Education, Instructional Innovation, Legislators, State Aid, *State Colleges, State Legislation, State Universities

Identifiers—*Washington

The progressively greater institutional commitment to the development and continuing support of new and innovative educational programs is demonstrated. Data were gathered from each institution (University of Washington, Washington State University, Western Washington State College, Central Washington State College, Eastern Washington State College, and the Evergreen State College), as well as the State Board for Community College Education, on their uncommon and non-traditional educational programs. The programs included those initiated by the 1971 appropriations bill (ESHB 151). A proviso was attached stating that 1/2 of 1 percent of the funds provided under the instructional budget for higher education institutions should be expended to develop new and innovative programs. With one exception, no general fund appropriations were specifically earmarked for new and innovative programs durring the 1973-75 biennium. Focus in this report is on stimulating interest in the cooperative development of these and similar programs, and toward recognizing the time, effort and financial resources expended by each of the institutions of higher education to develop, review, implement, and support innovative programs. (LBH)

ED 111 231 HE 006 535

Koster, Francis P.

Study of an "Experiment": Old Westbury College. An Analysis of the Failure of a State Supported Experimental College.

Note—63p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—Administration, *College Environment, College Planning, Conflict, *Educational Innovation, Educational Objectives, Educational Planning, *Experimental Colleges, Faculty, *Higher Education, Political Influences, *State Colleges, Students

Identifiers—*Old Westbury College

The 1966 Master Plan of the State University of New York decreed the establishment of the State University College of Old Westbury. This new college was to be known as the "experimental" college of S.U.N.Y. The goals expressed by this new college are exciting, inspiring, and due to the system which promulgated them, inherently unrealizable. Due to the needs of the "-parent" systems, the "child" could not survive in any form very different from any other state college. The first academic year ended in a sit-in during which most of the students, faculty, and administration found themselves involved in a bitter fight around every issue but the central one--the built-in contradictions inherent in a state supported "experimental" college. The steadily escalating tension arose as a result of the conflict between Old Westbury's college heredity and Old Westbury's college environment (which was both "inherited" and created), plus the environment that is out of its control entirely, the American political scene. (Author/KE)

ED 111 232 HE 006 539

Bishop, John H.

Some Thoughts on the Cost Effectiveness of Graduate Education Subsidies. ISP Discussion Papers No. 245-74.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Report No—ISP-DP-245-74

Pub Date Dec 74

Note—41p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Cost Effectiveness, *Doctoral Degrees, Engineers, *Financial Support, Graduate Study, *Higher Education, Mathematical Models, Scientific Research, *Scientists, Wages

A mathematical model of the Ph.D. scientist labor market demonstrates that subsidies of graduate training can be more cost effective than higher wages if the supply of doctorates is substantially more responsive to $1000 of early subsidy than to higher future wages with a present discounted value of $1000. Whether this is true is an unsettled empirical matter. There are three reasons for targeting subsidies at Ph.D. scientists: (1) As a condition of taking a job they demand freedom to do basic research and publish their results. (2) Because of their special knowledge and loyalty to professional values, hiring scientists and engineers contains an extra risk that trade secrets will be stolen or that one of them will be a "whistle blower." (3) From the firm's point of view these factors reduce the scientist's productivity. They do not from society's point of view, so an externality is created by the employment of scientists. (Author/LBH)

ED 111 233 HE 006 548

Multidisciplinary Education in Transportation. Proceedings of a Conference conducted by the Highway Research Board (University of Pennsylvania, Philadelphia, September 7 and 8, 1973).

National Academy of Sciences, National Research Council, Washington, D.C. Highway Research Board.

Report No—SR-150

Pub Date 74

Note—65p.; Conference conducted by the Highway Research Board, University of Pennsylvania; the Transportation Studies Center, University of Pennsylvania; and the 1907 Foundation

Available from—Transportation Research Board, National Academy of Sciences, 2101 Constitution Avenue, Washington, D.C. 20418 (Special Report 150, $2.60)

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—*Civil Engineering, Conference Reports, *Higher Education, *Labor Problems, Professional Education, *Road Construction, Social Sciences, *Transportation

Identifiers—*Transportation Education

A discussion of the problem of providing multidisciplinary education in transportation and a means for educators to communicate their approaches and experiences provided the purpose of the conference. Among the areas discussed were the comprehensiveness of transportation education, societal issues, systems aspects, transportation research, professional education in urban public transportation, content problems, societal contexts, and the shifting emphasis in engineering evaluation. (JMF)

ED 111 234 HE 006 552

Murray, Richard H.

A Comprehensive Program to Maximize Student Development for Disadvantaged and Minority Students.

Pub Date Mar 75

Note—24p.; Paper presented to the American College Personnel Association (Atlanta, Georgia, March 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Administrative Policy, College Students, *Disadvantaged Youth, Educational Opportunities, Ethnic Groups, Foreign Students, *Higher Education, *Minority Groups, Negro Students, School Organization, *Student Development

Identifiers—Project Upward Bound, *University of Wisconsin Milwaukee

Most colleges and community colleges today have some type of educational opportunity program. The complexity and variety of services offered by such programs differ significantly. One of the most comprehensive programs of this type is discussed which combines admissions, academic advising, and instructional support services, along with a precollege Upward Bound program within a single department. Three basic factors instrumental in making this program successful are detailed: (1) institutional commitment, (2) organizational structure, and (3) management system. (Author/LBH)

ED 111 235 HE 006 556

Emmet, Thomas A. Ross, Doris

1975 Legislative Activity Progress Report on Postsecondary Collective Negotiations Bills. Special Report No. 21.

Academic Collective Bargaining Information Service, Washington, D.C.

Spons Agency—Association of American Colleges, Washington, D.C.; Carnegie Corp. of New York, N.Y.; National Association of State Universities and Land Grant Colleges, Washington, D.C.

Report No—SR-21

Pub Date Apr 75

Note—9p.; For information prior to August 1974, see ACBIS SR-4

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Collective Negotiation, Data Collection, *Educational Legislation, Government Employees, Grievance Procedures, *Higher Education, Ombudsmen, Postsecondary Education, Public School Teachers, State Action, *State Legislation, *Teacher Employment

The extent of legislative activity in the area of postsecondary collective bargaining throughout the states is outlined. Specific legislative document numbers needed to request copies from the various legislative houses are included. The states are grouped in three categories: (1) those not having educational employee public sector collective negotiations coverage that in 1975 legislative sessions have legislation introduced (20 states, 13 active to some extent); (2) those with public employee laws for some educational employees that are considering added coverage to include postsecondary personnel (11 states are active); and (3) those with existing public employee laws that cover educational employees that are considering amending legislation of major interest to postsecondary education (six states active). It is concluded that collective negotiations in education is now a vital legislative topic. (LBH)

ED 111 236 HE 006 558

Levy, Harold

Academic Judgment and Grievance Arbitration in Higher Education. Special Report No. 20.

Academic Collective Bargaining Information Service, Washington, D.C.

Spons Agency—Association of American Colleges, Washington, D.C.; Carnegie Corp. of New York, N.Y.; National Association of State Universities and Land Grant Colleges, Washington, D.C.

Report No—SR-20

Pub Date Apr 75

Note—15p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Arbitration, *Collective Bargaining, Contracts, Decision Making, *Grievance Procedures, *Higher Education, Job Tenure, Labor Demands, *Negotiation Agreements, Promotion (Occupational), Strikes, Teacher Associations, Teacher Welfare
Identifiers—New York, Pennsylvania, *State University of New York

The first known analysis of a substantial number of arbitration awards in higher education is presented in an effort to determine whether arbitrators have confined their awards within the contract limitations. All of the arbitration awards generated by the four-year colleges of the State University of New York as well as the awards of the Pennsylvania state colleges were reviewed. Twelve two-year SUNY colleges also responded to a letter requesting arbitration decisions, and additional cases were found in back issues of "Arbitration in the Schools." Less than half of the awards surveyed involved academic judgment issues. The majority concerned traditional contract interpretation questions such as the length of contract-mandated paid vacations, eligibility for pension benefits, and the necessity of paying for overtime work. Cases where academic consequences grew out of basically non-academic grievances are reported briefly. It is shown that the very presence of arbitration has had direct impact on academic decisions, some of which has been beneficial. Tenure and promotion decisions have been affected by the introduction of due process elements into academic personnel decisions. If the traditional system of faculty participation in decision making is to be maintained, steps must be taken to establish appropriate boundaries between academic officials' and arbitrators' authority. (LBH)

ED 111 237 HE 006 560
Appelquist, Claes G. And Others
Programme Budgets for Graduate Training.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Pub Date 74
Note—249p.
Available from—OECD, 2, rue Andre-Pascal, 75775 Paris CEDEX 16, France ($10.00)
EDRS Price MF-$0.76 HC-$12.05 Plus Postage
Descriptors—*Budgets, Conference Reports, Cost Effectiveness, *Educational Finance, Educational Planning, Educational Research, Expenditures, *Graduate Study, *Higher Education, Pilot Projects
Identifiers—*Chalmers University of Technology, Sweden

The development of a methodological framework for planning, programming, and budgeting which is specific to graduate training and research activities at the Chalmers University of Technology in Sweden is described. This pilot project is regarded as a step towards developing and implementing a generalized approach to an output-oriented finance system for graduate training and research at the university level. In the first three chapters of this report, the present status of the PPBS is described. They are devoted to an overview of program budgeting, an analysis of the national and local organization for higher education and research, and an economic review of the program activities. Basic concepts of program budget theory, such as productivity and effectiveness, are defined. The survey for the pilot study is divided into time utilization, cost accounting, space and equipment, and output measures. The proposed PPB-model to be applied to higher education and research is given along with the consequences of its introduction in the university system. Extensive appendices are included. (LBH)

ED 111 238 HE 006 563
McGuinness, Aims C., Jr. And Others
The Changing Map of Postsecondary Education. State Postsecondary Education Commissions (1202): Their Origin, Development and Current Status. Report No. 66.
Education Commission of the States, Denver, Colo.
Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Report No—ECS-66
Pub Date Apr 75
Note—220p.
Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (Report Number 66, $4.00)
EDRS Price MF-$0.76 HC-$10.78 Plus Postage
Descriptors—*Educational Legislation, *Federal Legislation, *Higher Education, *Post Secondary Education, *Vocational Education
Identifiers—1202 Commission, Vocational Education Act 1963 (amended)

As we face reconsideration and possible extension of the Education Amendments of 1972 and reconsideration and new legislation in connection with the Vocational Education Act of 1963, as amended in 1968, it is important to look at the legislative history, implementation and current status of Sections 1202 and 1203 including the current impact of establishing state postsecondary commissions. It is to such review and assessment that this report is directed. The first section is devoted to an analysis of the legislative history and implementation of Section 1202 up to the point at which the states responded to the invitation of the Commissioner of Education to designate or establish commissions. The second section deals with response of the states, the establishment of commissions, their structures and their proposals for planning as reported to the Office of Education. Special notation is included in relation to the involvement of the commissions with vocational education and manpower planning. The third section is concerned with some of the impact, continuity and problems related both to the legislation and to the establishment of state commissions. (Author)

ED 111 239 HE 006 575
Barak, Robert J., Ed. McCannon, Roger S., Ed.
Learning in an Open Society: Credit for Experience. Conferences on Non-Traditional Study, Series No. 1.
American Association for Higher Education, Washington, D.C.; Drake Univ., Des Moines, Iowa.
Pub Date May 75
Note—114p.
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—*Adult Education Programs, *College Credits, *Higher Education, *Learning Experience, *Learning Processes
Identifiers—CEU, CLEP, *College Level Examination Program, Continuing Education Unit

The conference papers provide an overview of some of the main issues and perspectives in the granting of credit for experience by covering the transition from the construction of educational experiences for and with students for the future to the accreditation of experiences of the past. This also includes the problem of translation or transportation of field experiences into identifiable quantity and quality. In addition they present proposals for defining what a student must present for prior learning and an in-depth discussion of evaluation of experience. Contributed papers present data and an evaluation of a four-year study of CLEP at the University of Iowa and a report on the Continuing Education Unit (CEU) by the CEU Task Force of the Iowa State Coordinating Committee for Continuing Education. Also presented is an overview of current national activities by some institutions. Finally, a charge to continual searching for innovation with quality is given. (Author/JMF)

ED 111 240 HE 006 588
R and D Expenditures of State Public Institutions, Fiscal Year 1973.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Report No—NSF-75-311
Pub Date May 75
Note—12p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.35)
Journal Cit—Reviews of Data on Science Resources; NSF 75-311; n23 May 1975
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Agency Role, Expenditures, *Higher Education, *Research, *Research and Development Centers, Research and Instruction Units, *Research Opportunities, *Research Projects, State Agencies, State Aid

Data on funding and manpower are gathered by means of a series of surveys that cover the different performance sectors. This study combines data for 1973 from reports covering state agency expenditures for research and development and a series covering all institutions of higher education expenditures. This joint consideration of state agency and state university R and D efforts can be useful in assessing the factors that contribute to economic and social change within the States. These combined expenditures, representing funds that were disbursed by the budget offices of state agencies and universities, amounted to $1,990 million in 1973. The report compares and contrasts the R and D emphases of the state universities and agencies noting the sources of the funds as well as the areas of distribution: life sciences, engineering, social sciences, physical sciences, and others. The ranking of states by expenditures shows a strong correlation between the leadership of states in public R and D expenditures and their relative rankings in state population, total personal income, and total state government general expenditures. Finally, the report shows the growing recognition in both government and university circles that university expertise could be further extended into the public sphere with benefit to both groups. (JMF)

ED 111 241 HE 006 599
Advance Placement Policies of Nursing Education in North Carolina.
North Carolina State Board of Education, Raleigh.; North Carolina Univ., Chapel Hill.
Pub Date Jun 75
Note—103p.
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—*Admission Criteria, *Advanced Placement Programs, Credits, Degree Requirements, Educational Assessment, Educational Policy, Equivalency Tests, *Higher Education, *Medical Education, *Nursing, State Boards of Education, Transfer Policy
Identifiers—*North Carolina State Board of Education

Advance placement policies are identified in this booklet designed to aid persons who are potentially qualified by prior training or experience for advance placement in programs leading to graduation in nursing or practical nursing. The information was gathered from all 82 programs approved by the state board for 1975. The trend toward improving educational opportunities for experienced students with a minimum loss of time and effort is found to be gaining momentum. Methods include: credit without examination for previous experience in a formal educational program, credit by written examination for theoretical nursing courses, credit by practical examination for clinical courses, credit by transfer, and credit by passing standardized or departmental examinations. Specific data are tabulated for nursing programs leading to certificates, associate degrees, diplomas, and baccalaureate degrees with regard to admissions policies and credit policies for nursing. (LBH)

ED 111 242 HE 006 604
Wren, Scott C., Ed.
Student Participation in the Governance of Institutions of Higher Education: An Annotated Bibliography.
California Univ., Berkeley.
Pub Date Jan 75
Note—70p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Administration, *Annotated Bibliographies, College Administration, Decision Making, *Governance, *Higher Education, *Student Participation, Trustees, University Administration

This bibliography represents a survey of selected works on student participation in academic decision making published between 1968 and 1974. It is divided into three major areas. The first section, 81 items, is concerned exclusively with student participation in academic decision making, focusing on models, justifications, attitudes, and current practices. The 39 items in the second section examine the student role in the broader context of campus and institutional governance, including alternative governance structures, goals and objectives of governance, and the distribution of power within various institutions. The 17 items in the third section deal with literature devoted to unicameral, or broadly based, decision-making bodies which incorporate all campus constituencies into a single policy making structure. (Author/JMF)

ED 111 243 HE 006 605
Edelstein, Fritz
A Guide to Operating an Off-Campus College Work-Study Program.
American Association of Community and Junior Colleges, Washington, D.C.; National Association of Student Financial Aid Administrators, Washington, D.C.
Spons Agency—ACTION, Washington, D.C.
Pub Date May 75
Note—114p.
Available from—National Association of Student Financial Aid Administrators, 910 17th Street, NW, Suite 228, Washington, D.C. 20006
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—*Financial Support, *Higher Education, Part Time Jobs, *Student Employment, *Work Experience Programs, *Work Study Programs
Identifiers—*Student Financial Aid
Off-campus work-learning programs have developed because of a demand by students and the education community for a more relevant postsecondary education experience. The purpose of this guide is to provide information, ideas, and suggestions to enable the financial aid officer to better meet the demands of an off-campus College Work-Study Program (CWSP). There is an effort to clarify procedures in areas such as insurance, social security, payroll, and contracts, which have created a reluctance on the part of many administrators to develop or expand their off-campus program. The intent is to provide a broad sampling of methods and forms for development and improvement of programs. The models or alternatives discussed are broad and general so as to be adaptable to the variety of situations and environments found in postsecondary programs. The guide contains materials on ways to find jobs, student placement procedures, program-administration tips, issues and policy, academic credit, evaluation. Included are examples of forms which can be used for off-campus work-study, and a sampling of different types of off-campus placement that are both acceptable and unacceptable according to the federal regulations. The guide has been produced to accompany the Office of Education's CWSP Manual. (Author/JMF)

ED 111 244 HE 006 608
MacBride, Owen
Legislative History of the Federal Formula-Grant Program Under the Health Professions Educational Assistance Act, 1965-1971. Report No. A2.
Spons Agency—Robert Wood Johnson Foundation, New Brunswick, N.J.
Pub Date Jul 73
Note—27p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Construction Programs, Enrollment Influences, Expenditure Per Student, Federal Aid, *Federal Legislation, *Financial Support, *Health Occupations Education, Health Personnel, *Higher Education, Historical Reviews, *Incentive Grants, Medical Schools, School Support, Student Loan Programs
Identifiers—Health Manpower Act of 1968, *Health Professions Educational Assistance Act
The legislative history of the formula-grant program is surveyed. Testimony at congressional hearings is examined to ascertain the positions of government and health professions organizations regarding the purposes and use of formula grants over time. It is shown how changes in the successive laws reflect changing goals of the program. The actual uses of the funds and the relationship between purposes and accomplishments are studied with focus on dental schools only. Two trends are noted: (1) Schools and professional organizations have regarded the funds as subsidies to existing programs rather than as incentives to increase enrollment, and (2) in each renewal of the legislation, Congress has attempted to create stronger incentives to increasing enrollments and graduates and to make more explicit its intentions that the number of health professionals increase. It is also noted that the first-year enrollment increases in medical and dental schools between 1965-1971 were approximately equal to the number of federally-funded new school spaces built in that period, indicating minimal enrollment increases coming from the formula-grant program alone. This is concluded to raise the question: Can per-student grants to schools be effective to increase enrollments without also giving the schools substantial construction assistance? (LBH)

ED 111 245 HE 006 609
MacBride, Owen
An Overview of the Health Professions Educational Assistance Act, 1963-1971. Report No. A1.
Spons Agency—Robert Wood Johnson Foundation, New Brunswick, N.J.
Pub Date Jun 73
Note—37p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Construction Programs, *Educational Legislation, Federal Legislation, Financial Support, *Health Occupations Education, Health Services, *Higher Education, *Medical Schools, Medical Students, Nurses, Physicians, Student Enrollment, *Student Loan Programs, Tables (Data)
Identifiers—Comprehensive Health Manpower Training Act, Health Manpower Act, *Health Professions Educational Assistance Act
Legislation regarding federal assistance to health professionals is reviewed with tables included on specific expenditures and enrollments. The 1963 Health Professions Educational Assistance Act provided financial assistance for schools in two areas: subsidies for construction of new capacity and loans to students. Amendments to the act in 1965 continued those two programs and added three new ones for financial assistance. They added basic improvement grant, special improvement grant, and scholarship programs, as well as new appropriations for student loans. The Health Manpower Act of 1968 continued with modifications the earlier legislation and also covered nurse training, allied health professions and public health training, and health research facilities. Details are given on Title I, Health Professions Training. The Comprehensive Health Manpower Training Act of 1971 made extensive additions and modifications to the H.P.E.A. program, with programs more explicitly defined, requirements for receiving federal funds raised, and incentives for increasing enrollments and graduates increased. The most extensive changes came in the area of institutional support to schools. (LBH)

ED 111 246 HE 006 610
Feldstein, Paul J. Butter, Irene
The Foreign Medical Graduate and Public Policy: A Discussion of the Issues and Options. Report No. D4.
Michigan Univ., Ann Arbor. School of Public Health.
Spons Agency—Robert Wood Johnson Foundation, New Brunswick, N.J.
Pub Date Jan 75
Note—66p.; Prepared for the Sun Valley Forum on National Health, Inc. Symposium on "The Foreign Medical Graduate, January 13-18, 1975
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Developing Nations, Employment Qualifications, Foreign Nationals, *Foreign Workers, Health Personnel, *Higher Education, Medical Evaluation, *Medical Services, *Physicians, Political Influences, Primary Health Care, *Public Policy
The large inflow of Foreign Medical Graduates (FMGs) into the U.S. is cited and four issues discussed. They are: (1) the belief that the FMG is less qualified than the U.S. medical graduate and thus contributes to the decline in quality of medical care; (2) the loss of scarce manpower from less developed countries that have greater needs than the U.S. for medical care and for physicians; (3) the lessening of opportunity for large numbers of U.S. citizens to become physicians; and (4) if trends continue, then together with the recently increased capacity of U.S. medical schools, there will be an oversupply of physicians in the U.S. which could lead to adverse competitive behavior, unnecessary care, and higher costs. Each of these concerns is examined together with several alternatives for alleviating each concern and the probable consequences of each alternative. It is concluded that the differential effects of a reduction in FMGs alone does not appear to be the solution to any of the issues, nor is it realistic. The differential effects of a reduction in FMGs on the population they serve may more than outweigh any benefits from such arbitrary reductions. (LBH)

ED 111 247 HE 006 611
Feldstein, Paul J. Wright, George E., Jr.
Inflation: Its Impact on Medical Training Programs. Report No. A9.
Michigan Univ., Ann Arbor. School of Public Health.
Spons Agency—Robert Wood Johnson Foundation, New Brunswick, N.J.
Pub Date Jan 75
Note—46p.; To be published in Michael Zubkoff (ed.), Health: A Victim and Cause of Inflation
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Business Cycles, Dental Schools, *Economic Factors, *Educational Finance, Federal Aid, Financial Policy, *Fiscal Capacity, Health Occupations Education, *Higher Education, *Medical Schools, Operating Expenses, Program Costs, Socioeconomic Influences, Student Costs
The unusually high rate of inflation has produced a clear demand for more vigorous government action to lower the rate of price increase, including increases for health professional schools. The concern coincides with Congressional debate surrounding the renewal of the entire structure of federal support for the education of physicians, dentists, optometrists, and others. Two issues are addressed: (1) what has been the impact of inflation on the costs of health professional education, and (2) how will schools meet the growing burden? A brief overview is presented of both the structure of school costs and estimates of how they have been changing. Attention is paid not only to what has been happening but also to what is likely to occur. These estimates are balanced by a discussion of what has been and is likely to be the school response to cost pressures. Methods of cutting costs as well as increasing revenues are examined. The discussion offers a background for analyzing the impact on school financing of anti-inflationary policies; i.e., a tight monetary policy and expenditure reducing fiscal policy which includes cuts in federal support. Emphasis throughout the paper is on medical and dental schools. (LBH)

ED 111 248 HE 006 612
Expanding Opportunities for Equal Access to Higher Education for Ohioans: A Report on the Ohio Instructional Grants Program.
Ohio Board of Regents, Columbus.
Pub Date Mar 75
Note—90p.; Report of the Ohio Board of Regents' Advisory Committee on Student Financial Aid
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Educational Finance, Emancipated Students, Equal Education, Family Income, *Financial Needs, *Financial Support, *Grants, *Higher Education, Low Income
Identifiers—Ohio, *Student Financial Aid
The need for the Ohio Instructional Grants (OIG) Program was significant at its creation and has grown in the initial five years of the program. The report provides background on the need for the program that has been responding to the need of students from low and moderate income families, but has been serving proportionately and absolutely fewer low-income families in recent years. The overall conclusion of the review is that the OIG program continues to merit the highest public priority but requires modification if it is effectively to provide access to higher education for students from low and moderate income families and choice among Ohio's higher education institutions. The overall priority for modifying the OIG program would be to provide increased aid to reduce financial barriers for existing eligible students before extending eligibility to new groups of students. To further improve the administration of the program, the recommendations are made in four major areas: communications, processing, flexibility, and equity. The projected costs for implementing the recommendations are detailed. (Author/JMF)

ED 111 249 HE 006 615
Marron, Joseph E.
The Background and Interests of the Typical Cadet. A Summary of Responses to the Environment and Interest Inventory, Class of 1968.
Military Academy, West Point, N.Y. Office of Institutional Research.
Report No—IA3.03-67-002
Pub Date Sep 68
Note—27p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Academic Achievement, Academic Aptitude, *Environmental Influences, Family Income, Higher Education, *Leadership Qualities, *Military Schools, Student Interests, *Vocational Aptitude
Identifiers—Environment and Interest Inventory, *United States Military Academy
By using environmental data, possibly as predictors in their own right, but most probably as moderator variables, it was intended to evaluate available and currently used predictors of leadership potential and academic success. The Environment and Interest Inventory was administered to nearly every candidate for admission to the academy. Over 2,000 completed inventories were accumulated, from which 791 of those who actually entered in July 1964 were obtained. The results of the inventory were to be used for the identification of those environment and interest characteristics which were significantly related to any of three criteria: academic standing, aptitude for the service standing, and resignation versus active status. It is found that the typical entrant to the Class of 1968 comes from a family of comfortable means, not wealthy but economically secure. With respect to specific, available artifacts, such as books, cars, etc., there seems to be a high correlation between the availability of such items and the frequency with which they are used. The relationship between availability and utilization is less obvious regarding general facilities and opportunities, such as libraries or community teams. Questions are unresolved regarding "from whom one seeks help with various kinds of problems," since a majority responded "does not apply." (Author/LBH)

ED 111 250 HE 006 616
Hoffman, Arlene F.
A Survey of Experiences with the Three Year Curriculum.
Pub Date 1 Apr 75
Note—27p.; Presented at the Annual Meeting of the American Educational Research Association, Washington, D.C., April 1, 1975
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Accelerated Programs, Clinical Experience, *Curriculum Development, Curriculum Evaluation, Educational Assessment, Flexible Scheduling, *Health Occupations Education, Higher Education, *Medical Schools, Program Evaluation, Program Length, *School Surveys, Time Factors (Learning)
A survey of 12 medical and other health sciences schools which have implemented a standard three-year curriculum in the past few years revealed that only one of these schools is planning to revert to a standard four-year program. Some are introducing more attractive four-year curriculum options. The schools' self-ratings of the success of the three-year curriculum were generally favorable. Three- and four-year students were found to be comparable in cognitive knowledge and clinical skills, although comparison of three- and four-year students at one school showed that the four-year class rated itself far superior to the three-year class in knowledge. Faculties appeared to be somewhat dissatisfied with the three-year curriculum, but students enrolled in this program appeared generally favorable toward it. Overwork and overcrowding were cited as problems. Implementation of the three-year program provided the impetus for intensive preliminary review and reorganization of the educational program, a beneficial side effect. Because of apparent discrepancy between the schools' reported success with the three-year program and extreme caution in discussing it, as well as between reported success and general faculty dissatisfaction, clearer delineation of the impact of a three-year program is advocated. (Author/LBH)

ED 111 251 HE 006 617
Dutton, Jeffrey E. El-Khawas, Elaine H.
Production of Doctorates in Selected Fields, 1972-1975. Survey No. 16.
American Council on Education, Washington, D.C. Higher Education Panel.
Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date Apr 74
Note—26p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Doctoral Degrees, *Doctoral Programs, *Enrollment Trends, *Graduate Study, *Higher Education, Physical Sciences, *Prediction, Private Colleges, Public Schools, Tables (Data)
On the basis of information available to them in April 1973, representatives for the Higher Education Panel at 209 institutions gave estimates of the number of doctorates that would be awarded within each field of study during the academic years of July 1972-June 1973 and July 1974-June 1975. The figures reported afford a picture of the possible impact of the collective expectations. In general, doctorate production is expected to increase moderately, and most fields of study will have a share in this increased output. Only in physical sciences did representatives expect to see a somewhat lowered rate of doctoral output by 1975. If their estimates prove reliable, the relative proportion of doctorates contributed by each field of study will remain fairly stable. Only minor shifts will occur in the relative proportion of degrees granted in a given field of study by public and private institutions or by top 20, developing, or other institutions. Tabulated data are included to support the predictions. (Author/LBH)

ED 111 252 HE 006 618
Flanagan, Dan
The Effects of College and University Residential Programs on Students.
State Univ. of New York, Saratoga Springs. Empire State Coll.
Pub Date May 75
Note—15p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*College Housing, Dormitories, *Higher Education, *Residential Colleges, *Residential Programs, *Resident Students
Several Institutions are investigating appropriate ways to meet the needs of those traditional aged (17 through 22 years) students who desire the experience of residential living. The purpose of this paper is to identify those elements of residential living that have proven beneficial in creating a meaningful college experience for students. The literature on the impact of residential living on students is reviewed. It is concluded that the variables of the goals and values of the institution and the needs and desires of the particular students are the most important determinants of the impact of residential programs on students. It is suggested that a variety of residential programs focusing on the variable of time and the needs of different student populations, i.e., minority students, have yet to be tested. (Author/JMF)

ED 111 253 95 HE 006 620
Financing Postsecondary Education. Policy Development and Decision Making. The Report of the Conference Series. Report No. 69.
Education Commission of the States, Denver, Colo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date May 75
Note—36p.
Available from—Education Commission of the States Publications Secretary, Suite 300, 1860 Lincoln Street, Denver, Colorado 80203
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Educational Economics, *Educational Finance, Equalization Aid, Federal Aid, Finance Reform, *Financial Policy, *Higher Education, *Post Secondary Education, State Aid, *State Federal Aid
Because of the comprehensiveness and complexity of the numerous reports on financing postsecondary education, appropriate dissemination to decisionmakers and educators at all levels was crucial. To assist in the dissemination process, the Education Commission of the States (ECS) conducted a series of regional conferences, concluding with a national conference, on the general theme of postsecondary financing. This report summarizes and highlights that conference series. Participants discussed modes of financing which would expand resources for delivering education, ways of providing education within existing budgets, possibly even shrinking budgets. The discussions focused, in part, on accountability, greater efficiency and productivity standards, and the relative fiscal health of the levels of government. At the national conference several analysts and planners offered new insights and directions for postsecondary financing. (Author/JMF)

ED 111 254 HE 006 624
Romano, Francis A.
An Examination of the Political Processes Involved in the Development of the Student Class Attendance Policy at Trenton State College.
Pub Date 31 Mar 75
Note—27p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Activism, Attendance Patterns, *Class Attendance, College Students, *Educational Policy, *Higher Education, *Policy Formation, Student Participation
Identifiers—Baldridge Political Model, *Trenton State College
The political processes involved in the policy system of the college are examined and are considered important because the students have become legitimately involved in the policy-making process. The student class attendance policy was studied, based on interviews and study of documents related to the development of the policy. Sixteen major figures involved in the policy development were interviewed according to an interview instrument designed through the use of Baldridge's Political Model. The model concerned five areas of policy development analysis: (1) Social Structure Features, (2) Interest Articulation Processes, (3) Legislative Phases, (4) Policy Outcomes, and (5) Policy Execution. Results of the interviews and the examination of the documents were analyzed through the use of the Baldridge Model. The findings revealed the major reasons for the development of the policy, the conflicts that occurred between the constituencies, the compromises that were made, and the legislative processes involved in the development of the policy. The results also support various recommendations for the improvement of student involvement in the policy-making process and the improvement of the total policy system of the college. (Author/LBH)

ED 111 255 HE 006 625
Coles, H. William, III
1974 Senior Survey.
State Univ. of New York, Buffalo. Student Testing and Research Office.
Pub Date May 75
Note—98p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Aspiration, *College Students, *Higher Education, Seniors, *Student Attitudes, *Student Characteristics, Student Evaluation, *Student Opinion, Student Reaction, Surveys
Identifiers—New York
A random sample of 716 seniors at the State University of New York at Buffalo (SUNY/B) expecting to graduate in June 1974 were sent a questionnaire concerning their college experiences, perceptions, and future plans. The sample was composed of nearly equivalent numbers of men and women. Statistical comparisons were made, where appropriate, between men's and women's responses. Thirty-eight percent of those sampled responded listing areas of concern that had given them the most difficulty during college; they indicated the importance of goals of personal, social, intellectual, or professional development during college. The seniors ranked the functions of SUNY/B and expressed their concern for the discrepancies between ideal and actual importance of experiences. Among the other areas surveyed are the students' educational plans comparing initial and current degree plans, choice of major, and plans for future formal education; career choice and job expectations; and anticipated life styles. (Author/JMF)

ED 111 256 HE 006 626
Westervelt, Esther Manning
Barriers to Women's Participation in Postsecondary Education. A Review of Research and Commentary as of 1973-74.
National Center for Education Statistics (DHEW), Washington, D.C.
Report No—NCES-75-407
Pub Date 75
Contract—OEC-0-72-0652; OEC-0-4762
Note—76p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.40)
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Age, Degree Requirements, *Discriminatory Attitudes (Social), Feminism, *Higher Education, *Literature Reviews,

Motivation, Post Secondary Education, *Sex Discrimination, Social Psychology, Social Reinforcement, *Womens Education

This review of the literature was undertaken as background preparatory to the design of a survey program to ascertain the extent of women's nonparticipation in postsecondary education and apparent reasons for it. The proportions of women who participate in degree programs have changed very little in the past 40 years. Institutional barriers are found to be in admissions practices such as sex quotas and age restrictions, financial aid practices, institutional regulations (e.g., credit for nonclassroom learning, housing policies), curriculum planning and student personnel services, and faculty and staffing attitudes. Situational barriers, or social constraints, are seen as those effects of class, ethnic or racial group membership, family attitudes, domestic responsibilities, place of residence, and community attitudes. Psychological factors include the current status of theories regarding the psychology of women, sex differences in intellectual functioning, attitudes of women toward themselves and in relation to others, motivation for achievement, and psychological correlates of socialization practices. (LBH)

ED 111 257 HE 006 627

Nyquist, Ewald B.

Higher Education Opportunity Program. Annual Report, 1973-1974.

New York State Education Dept., Albany. Office of Higher and Professional Education.

Pub Date Dec 74

Note—117p.

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors—Administrative Organization, Admission Criteria, Correctional Education, *Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, Financial Support, *Higher Education, *Minority Groups, Private Colleges, *Program Evaluation, *State Aid

Identifiers—*Higher Education Opportunity Program

The status of the Higher Education Opportunity Program (HEOP) is reviewed in terms of enrollments, program financing and financial aid, academic programs, and measurement of outcomes. Separate documents report on the 1973-1974 activities for private-sector institutions funded under HEOP, for the City University Search for Education, Elevation and Knowledge (SEEK) and College Discovery programs, and for the State University Educational Opportunity Program. The programs are directed at the educationally and economically disadvantaged at private colleges and universities in New York State. Details are offered in this report on inmate education, contractual agreements, personnel, staff patterns, admissions criteria, racial composition of enrolled students, pre-freshman summer experience, academic year supportive services, grades and credit, accumulation rates, choice of major, separation, retention and graduation, student profiles, and specific studies and research at several institutions. Implications and recommendations for the program are reviewed. (LBH)

ED 111 258 HE 006 629

McLaughlin, Gerald W.

The Use of High School Faculty Ratings to Predict USMA Fourth Class Performance.

Military Academy, West Point, N.Y. Office of Institutional Research.

Report No—IA4.06-71-001

Pub Date Mar 71

Note—22p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Academic Achievement, Achievement Rating, *Admission Criteria, Comparative Analysis, *Faculty Evaluation, Grade Point Average, *Higher Education, High School Graduates, *Military Schools, Predictive Measurement, Rating Scales, *Student Characteristics, Success Factors

Identifiers—*United States Military Academy

The potential use of High School Faculty Ratings for admission purposes is investigated. The ratings include the evaluations of a candidate on 10 traits and three overall characteristics. The rating forms are given to a mathematics, English, and physical education teacher, a counselor or high school principal, and one other faculty member by the applicant, prior to his evaluation by USMA admissions officers. The sample of applicants studied included 697 candidates to the Class of 1972, 542 of whom were admitted. The 10 traits were combined into four for each of the five raters by factor analysis. Integer weights for raters were developed for each trait and then for the combined traits to best predict Fourth Class Aptitude for the Service and Fourth Class Grade Point Average. It was found that combinations of the ratings had significant validity for predicting both Fourth Class ASR and GPA. This was especially true with ASR for the group of cadets having ratings from at least a mathematics teacher, an English teacher, and a physical education teacher or coach. (Author/LBH)

ED 111 259 HE 006 630

Houston, John W.

Background and Predicted Success of Cadets in the Class of 1973 with Comparisons with Previous Classes.

Military Academy, West Point, N.Y. Office of Institutional Research.

Report No—XB1.01-70-007

Pub Date May 70

Note—37p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Academic Achievement, Comparative Statistics, *Higher Education, High School Graduates, *Leadership Qualities, *Military Schools, Military Training, Parental Background, Physical Fitness, Prediction, Student Characteristics, *Success Factors, Tables (Data)

Identifiers—*United States Military Academy

The USMA uses the Whole Man concept in the selection of candidates for admission. This concept encompasses three broad ability areas: scholastic, leadership potential, and physical condition and aptitude. The entrance scores for each area are compared with previous classes, and it is shown that the Class of 1973 has decreased in its academic potential from the Class of 1972. The mean Leadership Potential Score has decreased slightly for the Class of 1973 as compared to the Class of 1972, but is the same for the Class of 1971 and higher than for the Classes of 1969 and 1970. The mean Physical Aptitude Examination Scores are also slightly lower than for the Class of 1972, but approximately equal to that of the Classes of 1969, 1970, and 1971. Comparison information is also given between the Classes of 1973 and 1972 as well as with previous classes. Trend data for the Classes of 1965 to 1973 are included in the appendix in tabular form. Over all, tabular and graphical data are given on academic qualifications, potential for success at USMA, trends in admission scores, honors and awards, participation and attainments in high school athletics, high school background, nonathletic activities during high school, military experience or service, parents' military background, and college background. (Author/LBH)

ED 111 260 HE 006 631

Houston, John W. Cooke, James L.

Characteristics of the Class of 1974.

Military Academy, West Point, N.Y. Office of Institutional Research.

Pub Date Aug 70

Note—48p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Achievement Rating, Admission Criteria, Athletics, Comparative Analysis, *Higher Education, High School Graduates, *Military Schools, Military Service, National Norms, Parental Background, *Student Characteristics, *Success Factors, Tables (Data)

Identifiers—*United States Military Academy

The biographical characteristics and achievements of the 1373 cadets who entered the Class of 1974 are presented. A separate report compares selected characteristics of this class with previous classes. In order to obtain data on the American College Testing Program, the ACT was administered to 1336 members of the Class of 1974 in July 1970. Tabulated data are presented on: distribution of scores on academic qualification measures, whole man score measures, and height, weight and age; high school characteristics; subject exposure; preparatory school attendance; awards and scholarships; clubs and positions held or awarded; nominations and appointments; ROTC; military service; fathers' military status, rank, and component; fathers who are graduates of Federal academies; class year of fathers who are USMA graduates; sport participation; number of non-varsity sports or activities in which participated; number of varsity sports in which participated; non-varsity sports and physical activities; varsity sport and type participation; miscellaneous; representation by state of birth; and American College Testing Program class profile. (LBH)

ED 111 261 HE 006 632

Butler, Richard P.

Comparison of USMA Graduates from the Class of 1950 with Graduates from Other Colleges on Selected Variables (A Product Appraisal Report).

Military Academy, West Point, N.Y. Office of Institutional Research.

Report No—OB3.00-72-021

Pub Date Nov 71

Note—69p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—Citizenship Responsibility, *College Graduates, Comparative Analysis, *Educational Assessment, *Higher Education, Institutional Role, Leadership Qualities, Military Personnel, *Military Schools, *Military Training, Questionnaires, Social Responsibility

Identifiers—*United States Military Academy

The responses of USMA graduates from the Class of 1950 are compared with those of graduates from civilian colleges on a number of topics of current interest. Most of the topics dealt with many of the goals of education which are obtainable and observable only in adult life. The questionnaire that was used consisted of seven major sections: background information, activities, changing society, viewpoints, educational benefits, memory of college experiences, and personal traits. The respondents to the mailed questionnaire were divided into five groups: USMA graduates still on active duty; USMA graduates not on active duty; the total number of USMA graduates responding; graduates from eight civilian engineering and science schools; and graduates from 74 civilian colleges and universities. In general, it appears that the USMA graduate compares favorably, if not more favorably, with graduates from civilian colleges and universities on most of the topics analyzed. It is noted that the typical USMA graduate feels that he has benefited more by going to college than does the graduate from a civilian institution of higher education. It is cautioned that any interpretations of these results must be made in conjunction with the goals, philosophies, values, and beliefs of USMA and the other colleges, since they may vary from institution to institution. (Author/LBH)

ED 111 262 HE 006 638

Poduska, Paul R.

Student Affairs Research. A National Survey Report on University Programs.

New Hampshire Univ., Durham.

Pub Date 75

Note—56p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—*Higher Education, *Management Systems, *National Surveys, *Program Evaluation, Questionnaires, Research Projects, Student Organizations, *Student Role

The current status of student affairs research programs at universities throughout the U.S. is examined in a survey project. The need for the development of student affairs management systems is cited. The questionnaire used in the survey covered four broad areas: (1) background information on responding institutions; (2) information about the organization and operation of research programs at responding institutions; (3) information about the nature of student affairs research and kinds of research projects being conducted; and (4) questionnaire assessment by the respondents. Of the 291 university campuses surveyed, 51 or 17.5 percent indicated that they were conducting student affairs research on a programmatic basis. Forty-six others had such research but without research project coordination by a specially delegated individual. The regional distributions of the programs were almost identical to those of the total population of institutions that were surveyed. The distributions by size and type of control of parent institutions were almost identical to the size and control type distributions of the 151 institutions that responded. More than 50 percent of the programs were located at institutions with total student enrollments of 15,000 or more and the majority of programs were at public institutions. Most programs had been in existence for more

than one year and almost 50 percent for more than five. (LBH)

ED 111 263 HE 006 639
Sturner, William F.
Action Planning on the Campus. Part 1: The Concept. Part 2: The Plan.
American Association of State Colleges and Universities, Washington, D.C.
Pub Date Dec 74
Note—54p.
Available from—American Association of State Colleges and Universities, Suite 700, One Dupont Circle, Washington, D.C. 20036 ($2.50)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Administrative Personnel, *Administrator Guides, *Educational Administration, Educational Objectives, *Higher Education, Institutional Role, Planning, *University Administration

Written for presidents and other academic and administrative leaders of American colleges and universities, this report presents both a philosophy and a practical format for the management of change. Theories of planned change and organizational development are discussed and applied to the structure of higher education. Planning guidelines offered are concerned with how to identify one's goals and objectives, how to anticipate change both within and outside the institution, and how to implement mechanisms which allow institutions to both attain their goals and respond to the constant flux in higher education. They encourage institutions to implement a systematic and futuristic approach to university management. The prime purpose of the paper is to diffuse information about the planned change managerial approach and to stimulate use of the mechanisms of planned change within American colleges and universities. (LBH)

ED 111 264 HE 006 646
What Is the Open University? A Brief Explanation.
Open Univ., Walton, Bletchley, Bucks (England).
Pub Date 74
Note—36p.; For complete study see ED 104 385
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Adult Learning, *Correspondence Study, Course Content, Curriculum Development, Educational Television, Extension Education, Flexible Scheduling, *Higher Education, Home Study, *Independent Study, Individual Study, *Open Education, *Part Time Students
Identifiers—*Open University, United Kingdom

The Open University is described as an independent, autonomous university which offers an opportunity for higher education to adults who could not or did not take advantage of the limited opportunity in England to enter an institution of higher education immediately on or shortly after leaving secondary school. It provides a basis for continuing higher education throughout an adult's life. Most students are 21 years of age or over and study in their spare time. Its origins, administration, financing, facilities, students, and staff are described. The learning system employed is designed for teaching at a distance with course materials prepared by course teams and mailed to students. Television and radio broadcasts supplement the material. The university is viewed as a self-improving system available to all students without qualification. Its materials can be used by other institutions who can benefit from the course materials themselves along with systems for producing course materials, and systems which combine to deliver the courses. (LBH)

ED 111 265 HE 006 648
Levine, Harold G. And Others
Handbook on the Development of a System of Instruction for Medical Students: Using Examples from Pediatric Education.
Texas Univ., Galveston. Medical Branch.
Pub Date 74
Note—186p.
EDRS Price MF-$0.76 HC-$9.51 Plus Postage
Descriptors—*Clinical Experience, *Curriculum Guides, *Higher Education, Instructional Programs, Manuals, *Medical Students, Pediatrics Training, Physicians, Science Education, *Teaching Guides, Teaching Procedures
Identifiers—*University of Texas Medical Branch

Methods of improving the pediatric clerkship are used to develop procedures for educating students in basic science and clinical education programs. The model of instruction first lists the instructional objectives, then defines what the learner knows prior to instruction, plans instructional procedures to supply the missing abilities and skills, and institutes evaluation procedures. Evaluation data can alter the objectives, preassessment, and instructional procedures. Performance requirements are analyzed in this handbook regarding skill in gathering and recording information, competence in defining the patient's problems, judgment on physician intervention and treatment, accepting responsibility for health maintenance, and effectiveness of attitudes toward one's role as a physician. Described are effects of the development of the handbook on faculty attitudes, pediatric instruction, pediatric evaluation, and prerequisite courses. Extensive appendices are included on rating forms, self-instructional units, core seminars, and objectives. (LBH)

ED 111 266 HE 006 649
de Wolf, Virginia A.
The 1974 College of Arts and Sciences Survey of Graduating Seniors.
Washington Univ., Seattle. Educational Assessment Center.
Report No—EACP-271
Pub Date Apr 75
Note—37p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Bachelors Degrees, Career Planning, Educational Assessment, Employment Opportunities, Females, *Graduate Surveys, *Higher Education, *Liberal Arts Majors, Males, Occupational Choice, Questionnaires, *Science Education, Sex (Characteristics), Student Characteristics
Identifiers—*University of Washington

The 1974 Survey of Graduating Seniors in the College of Arts and Sciences at the University of Washington is analyzed. Respondents were placed in one of five degree groups (arts, social science, natural science, humanities, and miscellaneous) based upon their major. Differences were noted between male and female graduates in the five degree groups in background characteristics, perceptions of departments, plans following graduation, and occupational expectations. An overview of the university's educational impact is also presented. (Author)

ED 111 267 HE 006 654
Postsecondary Education Issues: Visible Questions. Invisible Answers.
Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.
Pub Date 74
Note—293p.; Proceedings of the Fifth NCHMS National Invitational Seminar (1974)
EDRS Price MF-$0.76 HC-$14.59 Plus Postage
Descriptors—Data Analysis, Data Collection, *Decision Making, Educational Finance, *Educational Planning, Educational Policy, Educational Programs, Enrollment Projections, *Information Dissemination, Legislation, *Management Information Systems, Manpower Needs, *Post Secondary Education, Public Policy

With some justification, the inability to answer most of the important questions in higher education is due to the lack of necessary information. But careful examination of our many faceted questions suggests that more information may not be the only answer. The National Center for Higher Education Management Systems (NCHEMS) has found other aspects to the postsecondary information problem. First, a huge communication gap often looms between those asking the fundamental questions and those in the best position to answer them. Second, information resources do exist, collected either by individual researchers for purposes of investigating a relatively narrow specific aspect of postsecondary education or for purposes not directly related to postsecondary education. The NCHEMS believes these data can be used in postsecondary education decision-making much more extensively than they have been used in the past. In pursuit of this hypothesis, NCHEMS called together people with unique knowledge of information needs and information availability at all levels: federal, state, and institutional both inside and outside the postsecondary education community. This document presents seven major papers delivered by these people at a seminar, and includes responses to each paper. (Author)

ED 111 268 HE 006 655
Selected Speeches. Annual Conference of the National Association for Foreign Student Affairs (27th, Washington, D. C., May 7-11, 1975).
National Association for Foreign Student Affairs, Washington, D.C.
Pub Date 75
Note—61p.
Available from—National Association for Foreign Student Affairs, 1890 19th Street, N. W., Washington, D.C. 20009 ($1.25)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Cultural Exchange, Exchange Programs, *Foreign Relations, *Foreign Students, *Higher Education, *International Education, *International Programs, Laws, Program Planning, Speeches

This document presents speeches on topics of broad interest and concern to all those working in the field of international educational exchange. Speeches include discussions of (1) the law permitting foreign students to come to the United States to pursue an education and how the law applies to foreign student programs; (2) the American educational system's inability to adjust to the reality of international interdependence; (3) centralized coordination of international programs; (4) importance of international studies and exchange efforts in the 1970's; (5) some Swedish ideas and proposals about what is called internationalizing higher education; and (6) the foreign student as an invaluable resource in examining the central conflicts of modern society. (Author)

ED 111 269 HE 006 656
Counelis, James Steve
Values and Concerns: Fall 1974 Freshman of The University of San Francisco.
San Francisco Univ., Calif. Office of Institutional Studies.
Pub Date 20 Jun 75
Note—48p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Church Related Colleges, College Environment, *Demography, Educational Finance, Ethnic Groups, Females, *Higher Education, Legal Responsibility, Males, Private Colleges, *Student Attitudes, Student Characteristics, Tables (Data), Units of Study (Subject Fields), *Values
Identifiers—*University of San Francisco

The importance of knowing more about the nature of American college and university students became highlighted in the 1960's. To this end, the University of San Francisco developed a two-page questionnaire focusing on the needs of a religiously affiliated university with concerns for the quality of life on campus. The questionnaire centered on the following topics: (1) finances; (2) personal earnings; (3) religious views; (4) personal values; and (5) personal concerns about college life. The demographic characteristics of school/college enrollment, current religious preference, sex, legal status, federal government, ethnic categories, residence, and parental income were included. Of all questions on the survey document, only the parental income question was generally not answered. Hence, no significant data in this area was collected. In its present form this study presents one thing only. It provides a description of the fall 1974 freshman at the University of San Francisco in term of certain demographic characteristics, attitudes, values, and concerns. There are no theoretical or generalized notions to tie these various elements together. In particular, the ethnic groups' data are not organized according to any theory of human relations. (Author)

ED 111 270 HE 006 657
Heaphey, Lenore, Ed.
The Accountability Challenge to Higher Education. The SUNY Experience.
State Univ. of New York, Albany.
Pub Date Jul 75
Note—9p.
Journal Cit—Comment; v2 n5 July 1975
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Educational Accountability, Educational Assessment, Educational Benefits, Educational Policy, *Evaluation Criteria, Evaluation Methods, *Higher Education, Measurement Techniques, *State Universities, *Statewide Planning

Identifiers—*State University of New York, SUNY

While the agenda of the 1960's was one of expansion at maximum feasible speed, the by-words of the 1970's are accountability and its correlates: effectiveness, efficiency, and quality. In statewide university systems accountability is a formidable task. A major difficulty comes from the diversity of goals and disagreement or confusion over measuring the achievement of those goals. Two major aspects of the problem are contradictory perceptions of "who is accountable for what" and actual operation of a system of accountability. There has been a failure in measuring performance and to distinguish and relate input variables, process variables, and output variables. Many previous evaluations by accrediting agencies and external reviewers have tended to focus of the input variables of quality and reputation of faculty, quality of students, and adequacy of resources. This orientation overlooks the impact of a program upon the ultimate success of its students and, of equal importance, it tends to neglect the manner in which teachers and learners interact for some purpose. By delineating and clarifying the evaluation process through the use of a specific checklist confusion can by minimized and areas of agreement can be enlarged. (Author/KE)

ED 111 271 HE 006 665

MacArthur, Brian

Beyond 1980: The Evolution of British Higher Education.

International Council for Educational Development, New York, N.Y.

Pub Date 3 Jan 75

Note—32p.; Address to the Annual General Meeting of the Joint University Council for Social and Public Administration (London University, January 3, 1975)

Available from—International Council for Educational Development 680 Fifth Ave. New York, New York 10019

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Democratic Values, Educational Assessment, Educational Development, *Educational Objectives, *Educational Trends, *Higher Education, *Post Secondary Education, Public Policy

Identifiers—*Great Britain

It was not until the 1960's that the subject of higher education started to disturb governments, or the issue of government policy on higher education became a topic of national debate. Some thoughts on the likely evolution of British higher education to the 1980's and beyond are apparent after looking to: the Robbins Report of 1963, which proposed massive expansion of student numbers and "that courses of higher education be available for all those who are qualified by ability and attainment to pursue them and who wish to do so;" to the system as it is now; and finally to issues in North America and Europe. Since there is no agreement about the Good Society, and thus about aims and content, the mandate for the pragmatist is to create a variety of higher education institutions that can fulfill a variety of functions. The direction in which higher education should move is toward greater diversity and greater fairness between the sectors as well as more social justice. What we shall be talking about in 1985 is a system of post-school education in which systems of higher education throughout the world are already moving, and British higher education is set in the same direction. (Author)

ED 111 272 HE 006 666

Trooboff, Rebecca C.

The Competencies in Nutrition Essential for Comprehensive Nursing Practice.

Pub Date Jul 75

Note—149p.; Ph.D. Dissertation, Walden University; Best copy available

EDRS Price MF-$0.76 HC-$6.97 Plus Postage

Descriptors—Health, *Health Education, Health Occupations, Health Personnel, Health Services, *Higher Education, Nurses, *Nursing, *Nutrition, *Nutrition Instruction, Performance Based Education

Identifiers—Georgia, *Nursing Education

Faculty of nursing education programs within the Georgia university system were surveyed to ascertain their opinions about the nutrition competencies that they consider essential for comprehensive nursing practice and the level of nursing education program(s) to which these competencies are best suited. The survey instrument, 56 competency statements, was divided into three sections: (1) nutrition competencies basic to nursing practice in institutions and in the community; (2) items specific to institutional nursing; and (3) items specific to community health nursing. Analysis of the data showed the predominance of respondents favor inclusion of the majority of essential nutrition competencies in both levels of nursing education over inclusion in either the baccalaureate or associate degree program. When respondents indicated a preference for a single program, the baccalaureate program was more strongly preferred for all but four competencies. These four, specific to institutional nutrition, were more strongly preferred for associate degree programs. Correlations between information on the Data Sheet for Respondents and responses on the survey instrument indicated that neither the level of program with which faculty were associated nor respondents' level of academic preparation significantly influenced their responses. (Author/JMF)

ED 111 273 HE 006 667

Perspectives and Plans for Graduate Studies. 16. Biophysics 1974.

Ontario Council on Graduate Studies, Toronto. Advisory Committee on Academic Planning.

Report No—ISSN-0317-7025; R-75-5

Pub Date 75

Note—56p.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—*Academic Education, *Advisory Committees, *Biophysics, Doctoral Degrees, Doctoral Programs, Financial Policy, *Graduate Study, *Higher Education, Masters Degrees, Universities

Identifiers—ACAP, Advisory Committee on Academic Planning, COU, Council of Ontario Universities, Ontario (Ottawa)

In March, 1973, after a review of the Ontario universities' three-year plans, a provisional embargo was placed on doctoral work in biophysics. A full-scale assessment with outside consultants was not necessary in the case of a provisional embargo. Instead, the method used to remove the embargo was self-study by the discipline group leading to a report to the Advisory Committee on Academic Planning (ACAP), which, in turn, makes recommendations to the Council of Ontario Universities (COU). The report is one of a series of disciplinary studies whose emphasis is on forward planning, and it is hoped that the implementation of COU's recommendation will help to ensure the more ordered growth and development of graduate studies in Ontario's universities. The monograph includes the "Biophysics Planning Study" containing specific recommendations concerning biophysics graduate studies; the graduate programs established and proposed in Ontario prepared by the discipline group; and the universities' comments. (Author/JMF)

ED 111 274 HE 006 669

Population Characteristics. Income and Expenses of Students Enrolled in Postsecondary Schools: October 1973. Current Population Reports. Series P-20, No. 281.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date Jun 75

Note—44p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 and U.S. Department of Commerce, district offices ($1.10)

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Caucasian Students, Colleges, College Students, Costs, *Expenditures, Family Income, Family Resources, *Financial Support, Grants, *Higher Education, *Income, Junior Colleges, Negro Students, *Post Secondary Education, Scholarships, Student Loan Programs, Surveys, Tables (Data)

This report presents data on the income and expenses of students enrolled in colleges, universities and vocational schools providing training beyond the high school level based on a supplement to the October 1973 Current Population Survey (CPS). The tables present data for students enrolled in October 1973 based on family income, expected educational expenses, sources on income, type of school attended, full-time/part-time attendance status, marital status, and financial dependence on parents. Some major findings are: (1) The median expected educational expenses for full-time college students varied from about $620 for those in public junior colleges to $2,640 for students in private universities, and to about $890 for full-time students in vocational schools. (2) Student's yearly earning and aid from parents were the most common sources of income for undergraduates. Forty-four percent of postsecondary students (excluding graduate students) worked while attending school to pay for the costs of their education. Forty-two percent of students were aided by their parents, 8 percent of students received state scholarships or grants, and about 7 percent received local scholarships. (3) Blacks made up about 8 percent of the total postsecondary school enrollment in October 1973. While a slightly lower proportion of blacks than whites was attending 4-year colleges and universities, the proportion of blacks attending 2-year and vocational schools was somewhat higher than that for white students. The appendix reproduces the survey form used to collect data. (Author/KE)

ED 111 275 HE 006 670

Parekh, Satish B.

Management Systems Inventory for Institutions of Higher Education.

Phelps-Stokes Fund, New York, N.Y.

Pub Date 75

Note—240p.

Available from—Phelps Stokes Fund, 1832 Corcoran Street, N.W. Washington, D.C. ($10.00)

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Responsibility, *Educational Objectives, Financial Policy, *Higher Education, *Management by Objectives, *Management Systems, *Organizational Communication, Organizational Development, Organizational Effectiveness

Identifiers—*Management Systems Inventory, MSI

There is a crucial need in the field of higher education for a methodology of self-study and self-evaluation of the effective and efficient management of postsecondary institutions that deals with facts as well as perceptions as they relate to institutional management. The Management Systems Inventory (MSI) addresses itself to this need. MSI is a management tool designed to permit an institution to evaluate itself through objective and subjective observations made on the basis of both facts and perception of those facts by various internal and external organizational units and constituencies. MSI bridges the gap between being an audit and a strategy prompting the type of introspection that identifies the various perceptions that act as a catalytic agent for management behavior. It establishes five areas of concentration: institutional mission, goals, and direction; applicability of organizational structure to mission; organizational responsibility; the extent to which feedback and evaluation mechanisms assure that responsibilities are carried out and that desired results are achieved; and appropriateness of fiscal operations for sustaining institutional continuity and direction. (Author/KE)

ED 111 276 HE 006 671

Bhatnagar, Joti

Educational Experience of Part-time University Students. Report 2. Social Characteristics and Academic Achievement.

Concordia Univ., Montreal (Quebec). Sir George Williams Campus. Dept. of Education.

Pub Date Jun 75

Note—290p.; Not available in hard copy due to marginal legibility of original document; for Report 3, see HE 006 673

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Achievement, Credits, *Demography, Educational Background, Educational Benefits, Educational Objectives, Employment, Family Status, Financial Support, *Higher Education, Marital Status, Parental Background, *Part Time Students, Residential Patterns, *Social Characteristics, Student Characteristics, Travel

Identifiers—Concordia University (Sir George Williams Campus), *Mature Students Qualifying Program

In discussing part-time university students, one of the first questions one must ask is, What precisely are the demographic features of this kind of student? The social and demographic characteristics of the part-time student population, including educational background, employment characteristics, residence, travel, parental background, financial support, and marital and family status, indicates a relationship between these variables, academic aspiration, and achievement. Adult students are higher achievers than representative college-age groups. The sample consisted of all new students who registered in the Mature Students Qualifying Program with a 67.6 percent rate of response to a questionnaire. Three dependent variables-credits were used as criteria of educational outcomes for part-time university students. Desire to learn and become educated emerged as the prime reason for taking university courses among over 70 percent of the students tested, while job-related reasons were given first priority by about 20 percent. Family pressures and social reasons received the lowest priority by an overwhelming proportion of respondents. (Author/KE)

ED 111 277 HE 006 673

Bhatnagar, Joti

Educational Experience of Part-Time University Students. Report 3. Factors Associated with Drop-out.

Concordia Univ., Montreal (Quebec). Sir George Williams Campus. Dept. of Education.

Pub Date Jun 75

Note—176p.; Not available in hard copy due to marginal legibility of original document; for Report 2, see HE 006 671

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Students, Demography, *Dropout Research, *Dropouts, Educational Background, Employment, Family Status, Financial Support, *Higher Education, Marital Status, *Part Time Students, Post Secondary Education, Residential Patterns, Student Characteristics, Travel

Identifiers—Concordia University (Sir George Williams Campus), *Mature Students Qualifying Program

During the last decade the growth in part-time enrollment of Canadian universities has been greater than growth in full-time enrollment, and the trend is expected to accelerate. Focusing on the dropout, a phenomenon of major concern in part-time university education, survey was made of all new students registered in the Mature Students Qualifying Program at Sir George Williams University. The survey covers demographic variables, educational background, employment characteristics, residence, travel, parental background, financial support, and marital and family status. The dropout is a multidimensional phenomenon. No single factor could explain dropout from higher education. The need for further multidimensional analysis is apparent. The dynamics of dropout behavior might well turn out to be different among full- and part-time student populations. Results obtained here would tend to suggest that they are. (Author/KE)

ED 111 278 HE 006 674

Making the Transition. Supplement 2: Budget Review Report. Report to the 1975 Minnesota Legislature.

Minnesota Higher Education Coordinating Commission, St. Paul.

Pub Date Feb 75

Note—423p.

EDRS Price MF-$0.76 HC-$20.94 Plus Postage

Descriptors—*Budgeting, Data, Expenditures, Higher Education, *Models, *Post Secondary Education, State Colleges, State Universities, *Statewide Planning, Systems Analysis, *Systems Development, Vocational Schools

A law passed by the 1973 Minnesota Legislature required the development and implementation of an on-going budgeting process and standardized reporting format that is compatible among the University of Minnesota, The state colleges, the junior colleges, and the public vocational-technical schools. This report is divided into an introduction, a review of the process of developing a program budget for postsecondary education, a description of the program budgeting model and classification system, the data, and a statewide summary and commentary. This report provides a comparative examination of each Minnesota public postsecondary education system of proposed resource expenditures and outputs for the biennium with each system's estimated current expenditures and outputs and presents a method of examining postsecondary education data that, until now, has been unavailable to the public and their elevated officials. It shows system and statewide budgets, participation, and appropriations in a program budgeting format. (Author/KE)

ED 111 279 HE 006 676

Morgovsky, Joel

The U.S. Military Academy and the Issue of Race in Higher Education: A Perspective. Revised.

Military Academy, West Point, N.Y. Office of Institutional Research.

Report No—Ib4.02-71-002

Pub Date Jan 71

Note—33p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*College Integration, College Students, *Higher Education, *Military Schools, Military Service, *Minority Groups, Race Relations, Racial Distribution, *Racial Integration

Identifiers—*United States Military Academy

The history of the racial problem in the United States is discussed as it affects higher education. The role several universities are playing to ease the problem is considered, including efforts at the U.S. Military Academy to admit larger numbers of minority students. The impact of higher education for minority students on the Army is also assessed. (Author)

ED 111 280 HE 006 678

Expanding Opportunity Through Sharing Faculty Resources.

Southern Regional Education Board, Atlanta, Ga. Inst. for Higher Educational Opportunity.

Pub Date 75

Note—24p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Consortia, *Cooperative Planning, Cooperative Programs, Coordination, *Educational Facilities, Facilities, Faculty, *Higher Education, *Interinstitutional Cooperation, Resources, Shared Services

The practice of utilizing faculty resources across institutional lines is not new. At the present time there is an increasing awareness of the opportunity for expanding the interinstitutional utilization of faculty between the historically black campuses and the historically white campuses that are located in proximity to each other. In the process of state planning to eliminate dualism in public higher education, the geographic proximity is often regarded as constituting a difficult problem calling for the review of institutional roles and responsibilities. On the other hand, their proximity offers an opportunity for providing, through cooperation and joint planning, a combined resource for serving the total community in its increasing efforts to serve all ethnic groups without discrimination. This report is a compilation of discussions with administrators and faculty from locations where steps to initiate joint planning have been taken. The materials from these discussions are presented under four headings: the potential benefits which may result from interinstitutional utilization of faculty resources; barriers to achieving cooperative programs; types of arrangements that may be developed between institutions; and suggestions for planning procedures. (Author/JMF)

ED 111 281 HE 006 679

Garbarino, Joseph W. Aussieker, Bill

Faculty Bargaining. Change and Conflict.

Carnegie Commission on Higher Education , Berkeley, Calif.

Pub Date 75

Note—278p.

Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 ($10.00)

Document Not Available from EDRS

Descriptors—Administrative Problems, *Collective Bargaining, *Educational Planning, Educational Problems, Employer Employee Relationship, *Faculty, Governance, *Higher Education, Junior Colleges, National Organizations, Organizational Effectiveness, Political Issues, Teacher Administrator Relationship, *Unions

Identifiers—Great Britain, United States

Why do the faculty of colleges and universities organize? Is faculty unionism inevitable? Is faculty unionism irreversible? What is the impact of faculty unionism? These four questions are central to this comprehensive review of experience to date with collective bargaining. Collective bargaining is viewed in the context of rapid changes in colleges and universities in the 1960's and 1970's that have threatened traditional relationships among professors, their institutions, and other sectors of society. Among the subjects discussed are traditional forms of faculty participation in institutional governance; the development, strengths, and weaknesses of some of the national organizations that now represent faculty members as bargaining agents; the changes in faculty relationships to their institutions that have occurred with the development of collective bargaining; and some of the educational, political and administrative issues that are raised by the new bargaining procedures. One chapter focuses attention on faculty bargaining at American's 2-year colleges. Another chapter reviews the British experience with collective bargaining. The author concludes, among other things, that collective bargaining will be a feature of higher education for the foreseeable future. (Author)

ED 111 282 HE 006 681

Seldin, Peter

How Colleges Evaluate Professors. Current Policies and Practices in Evaluating Classroom Teaching Performance in Liberal Arts Colleges.

Pub Date 75

Note—96p.

Available from—Blythe-Pennington, Ltd. New York 10520 ($3.50)

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—Administrative Personnel, College Deans, Committees, *Evaluation Criteria, *Evaluation Methods, Faculty Evaluation, *Higher Education, *Performance Based Teacher Education, *Private Colleges, Questionnaires, Student Opinion, Teaching Methods

Much has occurred in higher education to lead to expectation for change in the process of evaluation. The academic deans of all accredited private liberal arts colleges were asked to report on the procedures used in rating both overall and teaching performance, with 83.5 percent replying. Purposes of the questionnaire were to: (1) determine the relative level of importance placed on classroom teaching in the evaluation of overall performance of faculty members; (2) determine the types of information upon which evaluation of teaching performance is based; and (3) compare faculty evaluation policies and procedures during the contractions of the 1970's with the expansion of the mid-1960's. Important findings included: (1) significant declines in importance between 1966 and 1973 were recorded for research and publication; (2) campus committee work and student advising increased sharply as "-major factors" in faculty evaluations; (3) in evaluating teaching performance, the deans' reliance on "systematic student ratings" increased significantly; and (4) whereas the importance of chairman's and dean's evaluations retained a prominent position in teaching evaluation, committee evaluation increased in prominence. Specific recommendations and an extensive bibliography are included in the publication. (Author)

ED 111 283 HE 006 682

Onushkin, Victor G., Ed.

Planning the Development of Universities-III. Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Spons Agency—Canadian International Development Agency, Ottawa (Ontario).; Ford Foundation, New York, N.Y.; Swedish International Development Authority (SIDA).

Pub Date 74

Note—454p.

Available from—Unesco Press, Place de Fontenoy, 75700 Paris, France ($9.25)

Document Not Available from EDRS

Descriptors—Case Studies, Developed Nations, Developing Nations, Educational Benefits, *Educational Development, Educational Opportunities, *Educational Planning, Educational Research, Evaluation Criteria, *Higher Education, Information Systems, *Methods, *Universities

This final report of a research project on planning and development lists the most important conclusions drawn from the research dealing with the methodological problems of planning and development of universities. One conclusion is that in the coming decade the qualitative aspects of university activities are likely to be the major concern of those responsible for higher education. Another is that planning at the university level must be considered as part of the planning and management of the whole system of higher education and as dependent on social, economic and political conditions. Recommendations are made concerning: methods and tools for university planning and management; indices and criteria to be used for planning purposes; university information systems for planning; and university planning mechanisms. The experience of different universities is referred to in generalized form, but some details of particular experiences are given in the case studies, summaries of which are included in part three. Case studies carried out for the project are organized in order to study the five important areas: (1) planning access to the university and employment of graduates; (2) planning teaching staff formation; (3) planning of the teaching work; (4) planning of research work; and (5) development of the university information system for planning and management. (Author/KE)

ED 111 284 HE 006 684

Analysis of Student Loan Special Rate Allowances and Servicing Costs.

Technology Management, Inc., Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 21 Aug 74

Note—70p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—*Banking, Costs, Evaluation Criteria, *Financial Policy, *Post Secondary Education, Program Attitudes, *Program Evaluation, School Surveys, *Student Loan Programs

Identifiers—GSLP, *Guaranteed Student Loan Programs

This document addresses two separate, though related aspects of the operation of the Guaranteed Student Loan Program (GSLP): (1) the mechanism for setting the special rate allowance (SRA); and (2) the effect of the operating requirements of the program on lender servicing costs. The study develops recommendations for improving both aspects of the program to ensure continuing lender interest in making funds available to eligible students. To develop lender-related data to support the analysis, 16 institutions were surveyed to establish: (1) attitudes toward the program; (2) profitability objectives and expectations; (3) practices for determining the amount of GSL funds made available; (4) operating policies and practices; (5) profitability measurement and comparison criteria; (5) cost of obtaining lendable funds; and (6) costs of operating under the GSL program. Of the institutions either surveyed or for which data were obtained, 13 were lenders. The remaining three contributors were servicing firms. (Author)

ED 111 285 HE 006 686

Michaels, Alexander J.

Higher Education Correspondence Study in the Soviet Union.

Pub Date 73

Note—183p.; Ph.D. Dissertation, Laurence University; Best copy available

Available from—Alexander J. Michaels, 6801 Beacon Place, Riverdale, Md. 20840 ($4.50)

EDRS Price MF-$0.76 HC-$9.51 Plus Postage

Descriptors—Communism, Correspondence Courses, Correspondence Schools, *Correspondence Study, Foreign Countries, *Higher Education, *Home Study, *Independent Study, Literature Reviews, *Part Time Students

Identifiers—*USSR

Soviet education is designed not only to produce specialists whose skills will be more useful to the State, but also to reshape the character of the person so that it is compatible with Communist ideology. The study attempts to investigate and describe the development of higher education correspondence study in the U.S.S.R. Subproblems investigated involve the relationship between Soviet education and the Central Committee of the Communist Party which actually determines the direction of education, and the relationship between the Soviet higher correspondence education and the economic requirements of national economy. A review of the existing literature from the pre-Soviet period to the present indicates that although there has been a decline in the number of higher correspondence students since 1965, this form of instruction still plays a significant role in supplying the Soviet economy with a great number of specialists. Correspondence students represent over 1.6 million students, one-third of the total higher education students in the U.S.S.R. (Author/JMF)

ED 111 286 HE 006 687

Lopez, Homero

Report on the Minority Graduate Recruiter Visitation Program 1974-75.

Texas Univ., Austin.

Pub Date 75

Note—27p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Career Opportunities, Counseling, Degree Requirements, Educational Counseling, *Educational Opportunities, Evaluation, Graduate Study, *Higher Education, *Minority Groups, Occupational Guidance, Professional Education, Program Evaluation, Questionnaires, *Recruitment, Vocational Counseling

Identifiers—*Ethnic Student Services, Texas (Austin)

The Ethnic Student Services coordinated and assisted the Minority Graduate Recruiter Visitation Program which was conducted during the Fall Semester, 1974 at the University of Texas at Austin. The major purpose of the program was to assist minority students in expanding their awareness of graduate and professional school opportunities as part of their career options. Twenty-two graduate and professional school recruiters visited the campus to interview and provide information on graduate and professional school opportunities to minority students. A comprehensive program of campus coordination, scheduling of recruiting dates, advertisement to students, and counseling and assistance to students was conducted. Students were able to speak to recruiters concerning such issues as programs offered, application procedures, admissions criteria, campus life, financial aid, and available opportunities for minority students. The program was evaluated by means of two questionnaires, one for recruiters and one for students, from which specific recommendations for improvement of the program were drawn. (Author/JMF)

ED 111 287 HE 006 689

Goossens, J. L. M. And Others

Development of a Model for Some Aspects of University Policy. Technical Report.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No—CERI/IM/71.41

Pub Date 29 Oct 71

Note—136p.; Presented at the Evaluation Conference on Institutional Management in Higher Education, Paris, November 2-5, 1971

EDRS Price MF-$0.76 HC-$6.97 Plus Postage

Descriptors—Conference Reports, Data Processing, *Educational Policy, *Higher Education, Hypothesis Testing, Instructional Staff, *Management Systems, *Mathematical Models, Operations Research, Programing, Staff Utilization, Statistical Analysis, Systems Approach, *University Administration

Identifiers—*Catholic University of Nijmegen, Netherlands

A method to calculate the need for academic staff per faculty, based on educational programs and numbers of students, is described which is based on quantitative relations between programs, student enrollment, and total budget. The model is described schematically and presented in a mathematical form adapted to computer processing. Its application for the department of psychology at the University of Nijmegen is given. Field research is reported. A concept of education is formulated as a starting point for the construction of a model, and the university is described in terms of systems theory. Proposals are made for: (1) the development of an information model by means of fundamental research on elements and variables that are of special importance to a university policy on education and research, relevant to the type of management that a university requires; and (2) the extension and refinement of the model, relating programs, student numbers and means. (LBM)

ED 111 288 HE 006 690

Appelquist, Claes-Goran Zandren, S.

The Development of a Planning, Programming and Budgeting System. Technical Report.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No—CERI/IM/71.35

Pub Date 29 Oct 71

Note—80p.; Presented at the Evaluation Conference on Institutional Management in Higher Education, Paris, November 2-5, 1971

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—*Budgets, Conference Reports, Decision Making, *Educational Administration, Educational Finance, Educational Policy, Financial Policy, *Higher Education, *Management Systems, Money Management, Programing, Undergraduate Study, *University Administration

Identifiers—*Chalmers University of Technology

In CERI's program on institutional management in higher education, eight universities were brought together to set up teams within their institutions to work on their respective pre-selected problem areas. The planning, programming and budgeting system (PPBS) was developed as a management tool which would improve effectiveness by increasing the requirements of economic thinking and economic responsibility at all levels. The system devised at Chalmers University of Technology has three main objectives: developing an output-oriented finance methodology applicable to the Swedish university system; developing a modern management methodology applicable to a PB university; and obtaining possibilities for changing the decision-making structure outside and inside the universities in a decentralized and democratic direction. The application of program budgeting at Chalmers for higher education and research is devised for undergraduate engineering, undergraduate science and social science, technical research and graduate training courses, and external services such as building maintenance and library services. (LBM)

ED 111 289 HE 006 691

Jensen, Arne And Others

University Decision Structures. Technical Report.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No—CERI/IM/71.49

Pub Date 4 Nov 71

Note—42p.; Presented at the Evaluation Conference on Institutional Management and Higher Education, Paris, November 2-5, 1971

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Administrative Principles, Conference Reports, Decision Making, Educational Finance, Educational Policy, *Financial Policy, *Higher Education, *Institutional Role, Management Development, *School Community Relationship, Social Responsibility, *University Administration

Identifiers—Denmark, *University of Copenhagen

Viewpoints on the university organization are represented which arose from study of the situation in the University of Denmark and the University of Copenhagen in particular. The question addressed is whether it is possible, by way of a simple set of rules to create a system of governance for higher education that will satisfy the demands of society. Emphasis is on building a close democracy with decentralized planning and coupled relations between all parts of the university and society. The process of designing alternative structures for the University of Copenhagen is clarified, as are the possible uses and problems to be considered with professional management in a university setting. Comparison with the University of California is made. Differences in the structure of the organizations and in particular the process of decision making in the budget planning are shown to result in differences in the research activity around the management and administration of the two institutions. Ideal university organization and working conditions are considered. (LBH)

ED 111 290 HE 006 692

Fredriksen, Birger

Subject Field and Regional Variations in Student/Staff Ratios, Academic Programmes and Recurrent Expenditures. Technical Report.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No—CERI/IM/71.38
Pub Date 29 Oct 71
Note—69p.; Presented at the Evaluation Conference on Institutional Management in Higher Education, Paris, November 2-5, 1971
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Academic Education, Budgeting, Conference Reports, Educational Finance, *Educational Planning, *Higher Education, Institutional Administration, *Operating Expenses, Regional Planning, School Surveys, Student Distribution, *Student Teacher Ratio, Teacher Distribution
Identifiers—England, Netherlands, Norway, Switzerland, Yugoslavia

Based on the data obtained from a specially conducted survey of universities in CERI member countries, this report gives a descriptive analysis of interdepartmental and interregional variations in the quantitative aspects of university operations. The data and findings are of a tentative nature since the survey on which the analysis was based suffered from the lack of standard definitions of concepts as well as the paucity of available information at the institutional level. Data were obtained for 32 different departments grouped into six major subject fields, pure sciences, technology, medical sciences, humanities, law, and social sciences. The ratio between student enrollment and academic staff is discussed as an indicator of the need for academic staff. The importance of non-academic staff is also emphasized, and ratios between students and administrative staff indicate distinct differences between pure sciences, technology and medical sciences, as compared with the other fields. Technology provides the highest number of teaching hours per week. Data show that these three fields also spend more of the total annual recurrent expenditure on non-remunerative items. A tabulation is given of average recurrent expenditure per student enrolled by department for England, Netherlands, Norway, Switzerland, and Yugoslavia. The data show substantial cost differences between fields within the same country. (LBH)

ED 111 291 HE 006 693
Khan, Abdul G. And Others
Programme on Institutional Management in Higher Education. Technical Report.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Report No—CERI/IM/71.47
Pub Date 4 Nov 71
Note—39p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Administrative Principles, Conference Reports, Decision Making, Educational Facilities, Educational Finance, *Educational Planning, *Educational Policy, *Higher Education, *Institutional Administration, Management Systems, Political Influences, Social Influences
Identifiers—*Great Britain

University management is examined with regard to six major areas: decision and participation, finance, information, human flows, physical plant and equipment, and academic planning. Comprehensive long and medium term planning is proposed with the special feature of decentralized decision making. The issue of information requirements for managerial decision making must be considered in view of socio-political conflicts within and outside the university. Possibilities of substantially decreasing unit costs in British universities are explored. Justification for a research collaboration among universities and its continuance into the future on a wider scale is apparent when the wider experience is considered. Latent problems of management can be discussed explicitly within and among university communities in the sense of a continuing dialogue on issues and problems. The demonstration and diffusion of promising techniques can be carried out efficiently if a clearinghouse facility is made available to which a large number of universities have access. (LBH)

ED 111 292 HE 006 694
Brady, Ronald W. And Others
Aministrative Data Processing: The Case for Executive Management Involvement.
Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.
Pub Date 75
Note—85p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Administrative Personnel, *Administrative Policy, Administrator Responsibility, Administrator Role, Agency Role, Data Processing, Higher Education, *Information Systems, *Management Systems, Organizational Effectiveness, Planning, *Post Secondary Education

Most efforts to achieve more effective administrative computing in higher education have focused on technical questions or on isolated applications required by middle management. Much less attention has been paid to the question of the proper role of administrative computing in the accomplishment of overall institutional objectives. The enormous variety of environments, missions, and goals found among institutions in postsecondary education precludes easy, all-inclusive answers. But answers must be found if institutions are to make major improvements in their information systems and administrative computing functions. Improvements will occur only if top-level management takes an active role in finding those answers. After defining the alternative roles that administrative computing can play in an institution, and after the various stages by which administrative computing is developed, an institution should be able to assess where its administrative computing effort stands. The next step is the involvement of top-level management by identifying the roles and responsibilities of users, the administrative computing organization, and external agencies. (Author/KE)

ED 111 293 HE 006 697
Smith, Carolyn R.
Institutions of Higher Education Index by State and Congressional District 1974-75.
National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No—NCES-75-120
Pub Date 75
Note—56p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Accreditation (Institutions), *Certification, Community Colleges, Higher Education, *Indexes (Locaters), Junior Colleges, *Legislators, *Post Secondary Education, Private Colleges, State Colleges, State Universities

This document reports the names of the senators, representatives, and other elected officials of the 94th Congress, their states and congressional districts, and each institution of higher education located therein. It includes all institutions meeting at least one of the criteria enumerated below, including new schools certified by the Accreditation and Institutional Eligibility Staff of the Bureau of Postsecondary Education to the National Center for Education Statistics through October 24, 1974: (1) accreditation or approval by a nationally recognized accrediting agency, by a State Department of Education, or by a State university; (2) preaccreditation status of "recognized candidate for accreditation" with a designated nationally recognized accrediting agency; or (3) certification that the institution's credits have been and are accepted for transfer by no fewer than three accredited institutions as if coming from and accredited institution. (Author)

ED 111 294 HE 006 699
Biggs, Donald A.
Is Student Dissent All Over? A Look at the British Scene.
Minnesota Univ., Minneapolis. Office for Student Affairs.
Pub Date 13 Jun 75
Note—32p.
Journal Cit—Office of Student Affairs Research Bulletin, University of Minnesota; v15 n24 p2-31 Jun 13 1975
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—College Students, *Dissent, *Higher Education, Historical Reviews, Literature Reviews, Research, Social Change, *Student Behavior, *Student Characteristics, *Student Motivation, Student Problems, Student Research
Identifiers—*United Kingdom

An examination of the history of student dissent in British universities reveals recurring tensions involving social change and higher education. It is possible to perceive some similarities in the social dynamics of the various instances of dissent which have occurred over the last 700 years. A review of the research concerning the relationship between characteristics of British students and their level of activism defines the "Problem of Student Unrest" as person centered and often disregards the possible influence of external forces. (JMF)

ED 111 295 HE 006 701
Change by Design.
Florida State Board of Regents, Tallahassee.
Pub Date 31 Mar 75
Note—47p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Administrator Role, Budgeting, Cooperative Planning, *Educational Development, Educational Finance, *Educational Planning, *Governing Boards, Health Education, *Higher Education, Master Plans, Professional Education, Program Planning, *State Universities
Identifiers—*Florida

The Board of the State of Florida attempts to discharge their obligations and meet the challenge of the decade by: (1) insuring planning diversity through development of a new master plan called CODE (COmprehensive DEvelopment Plan), follow-up professional studies, and by planning for economy and equality; (2) expanding and improving educational opportunities through new state universities, national recognition for quality, and new students; (3) responding to emerging needs by following the California model, setting new goals for the university, developments in health education, and interinstitutional cooperation; (4) adjusting to available resources by systematic budgeting, restrictions on program efforts to increase productivity, and utilization of other cost saving measures; (5) achieving a sound base for decisions through the role of the chancellor, increasing avenues of communication, and by confronting conflicting aspirations. (Author/KE)

ED 111 296 HE 006 702
Atelsek, Frank J. Gomberg, Irene L.
Nonfederal Funding of Biomedical Research and Development: A Survey of Doctoral Institutions. Higher Education Panel Reports, No. 25.
American Council on Education, Washington, D.C. Higher Education Panel.
Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Report No—HEP-25
Pub Date Jul 75
Note—37p.
Available from—Higher Education Panel, American Council on Education, One Dupont Circle, Washington, D. C. 20036
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Biological Sciences, Doctoral Degrees, Educational Finance, Federal Aid, Financial Support, *Higher Education, *Medical Research, Medical Schools, *Private Financial Support, *Public Support, Research, *Research and Development Centers, State Aid

This survey is intended as an aid in assessing the magnitude and character of the nonfederal contribution to health research, in particular the present availability of alternative nonfederal funding sources at doctoral institutions (the prime locus of the nation's biomedical research effort), and to elicit from institutional representatives their judgments about the prospects for increased participation by state/local governments and the private sector in support of health related research. Usable data was returned by 73 percent of the institutions surveyed offering biomedical research and development activity. The data supplied was analysed in relation to selected institutional characteristics: (1) control of institution (public/private), (2) relative size of biomedical research enterprise (Top 20/Bottom 20), and (3) whether respondent institutions possessed a medical school or not. Respondents also rated their institutions' effectiveness in finding new nonfederal funds for biomedical research and their projected nonfederal funds for the next five years. Finally, the respondents commented on anticipated changes in nonfederal funding, including the nature, magnitude, and implications of these changes. (Author/JMF)

ED 111 297 HE 006 703
Lamson, George And Others
Steady State Staff Planning: The Experience of a "Mature" Liberal Arts College and Its Implications.
Carleton Coll., Northfield, Minn.

Report No—X-03-73
Pub Date Mar 74
Note—138p.
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—College Faculty, *Faculty, Faculty Evaluation, *Faculty Mobility, Faculty Promotion, Faculty Recruitment, *Higher Education, *Instructional Staff, Salaries, *Tenure
Identifiers—*Steady State

The end of faculty growth in higher education has led to near panic predictions of aging, highly tenured, more costly, steady-state faculties as the "growth bulge" hired in the 1960's age. This study discusses two models for simulating the behavior over time of indices of faculty health such as average age and salary, annual new hires, and percent tenured. These models are then applied to a specific faculty to demonstrate their usefulness and to provide recommendations. Each school should explore the future implications of its current faculty distribution by age and tenure status and of current hiring and attrition behavior before accepting predictions based on national data. Schools should not overlook "natural" attrition which accounts for much of the difference between annual new hires and retirements. A time perspective is important, and the behavior of indices of faculty health is cyclical. The young, regularly rejuvenated faculty of the 1960's was somewhat artificial since it was based on permanent growth, and the current deterioration of faculty health indices is in part a return to pregrowth normalcy and will be eventually reversed. The study concludes with a discussion of options for avoiding the aging, more costly faculty approach to steady-state and experiment with the impact of variations in tenure standards on faculty health indices. (Author/JMF)

ED 111 298 HE 006 704
Study of the Advantages and Disadvantages of Student Loans to Women.
Froomkin (Joseph) Inc., Washington, D.C.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.
Report No—ASPE-75-010; PB-240-730
Pub Date Dec 74
Note—118p.
Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (PB-240-730, MF $2.25, HC $5.25)
Document Not Available from EDRS
Descriptors—Child Care, *Costs, *Educational Finance, *Females, Financial Needs, Financial Support, Mothers, *Post Secondary Education, *Student Loan Programs, Womens Education

Historically, proportionately fewer women than men enter college and those that enter are faced with higher out-of-pocket expenses. Often they depend on borrowing to meet college costs. This document examines the suitability of existing loan arrangements for financing the postsecondary education of women. It also evaluates other, alternative, loan repayment rules and arrangements that would make debt financing more suitable to female earning patterns. The document concludes that in certain circumstances it may be worthwhile to make loans more suitable to women who wish to finance their postsecondary education. It is suggested that the following steps be taken to modify repayment terms of such loans: (1) the minimum repayment amount of $30 a month be reduced; (2) the term of guaranteed loans be extended to 20 years; (3) special loan options to defer repayment of interest and principal be extended to households with children under six; and (4) a $2,000 special allowance for child care in determining eligibility for interest subsidy. (Author)

ED 111 299 HE 006 706
Sprague, Charles C.
Undergraduate Medical Education Elements-Objectives-Costs. Report of the Committee on the Financing of Medical Education.
Association of American Medical Colleges, Washington, D. C.
Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.
Pub Date Oct 73
Note—39p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Cost Effectiveness, *Costs, *Educational Finance, *Educational Objectives, Financial Support, *Medical Education, Medical Schools, Tables (Data)

In order to consider how medical education is financed guidelines have to be developed that accurately estimate the costs of the resources required for contemporary medical education. It is then necessary to estimate the cost of undergraduate medical education within the perspective of the total education and training of the physician and the other programs and activities of the complex modern medical school. To accomplish this goal, the institutional setting in which this education takes place and the elements and objectives of the undergraduate medical education program are described. The elements and objectives of undergraduate medical education also are defined. Quantitative cost measurements are then presented and the committee's views on the issues surrounding cost measurement are discussed. Suggestions are that future levels of such support be determined by estimates of the costs of the educational program leading to the M.D. degree. (Author/KE)

ED 111 300 HE 006 708
Terny, G. And Others
Ways of Updating the "D. E. S." (Higher Degree) in Economics. Technical Report.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Report No—CERI/IM71.40
Pub Date 28 Oct 71
Note—109p.; Presented at the Evaluation Conference on Institutional Management in Higher Education, Paris, November 2-5, 1971
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—*College Majors, College Students, Conference Reports, Decision Making, *Degree Requirements, Doctoral Degrees, *Economics, Foreign Students, *Higher Education, Institutional Role, Masters Degrees, *Program Improvement
Identifiers—*University of Paris

Joint action by academic staff, students, and business concerns in the Paris region is reported in which the attitudes and preferences toward prospective improvements in the University of Paris' Higher Economic Degree (DES) are determined. The report is in six chapters and shows the stage the investigation had reached by September 1971. Course organization during 1970-71 and general study background are given, followed by reports of individual surveys by the three groups, and future prospects and further stages in the analysis. Obstacles to future decision-making procedures are reviewed. (LBH)

ED 111 301 HE 006 709
Klose, Traugott
Practical Problems in Connection with the Planning and Introduction of Information Systems. Technical Report.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Report No—CERI/IM/71.48
Pub Date 15 Feb 72
Note—25p.; Presented at the Evaluation Conference on Institutional Management in Higher Education, Paris, November 2-5, 1971
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Conference Reports, Data Analysis, *Decision Making, Educational Policy, *Higher Education, *Information Systems, *Institutional Role, Instructional Design, *Organizational Development, Statistical Studies, University Administration
Identifiers—*Free University of Berlin

Major reforms brought about in July 1969 at the Free University of Berlin in its organization, planning, and decision making are reviewed. Specific problems are addressed, such as plans for introducing an information system on technical data and space use, plans for an information system on personnel employed by the university, and plans for an information system on students in connection with a new student registration procedure. The utilization of capacity models in these areas is discussed. It is concluded that universities will more often have to be measured in terms of objectives and the degree to which they are met. The size of groups, teaching techniques, rules concerning teaching obligations, proportions of time spent in different activities, area ratio factors, etc. must be considered. There is also the problem of deviations from normal practices of study and the popularity of different establishments, which is difficult to define statistically. (LBH)

ED 111 302 HE 006 710
Associated Colleges of the St. Lawrence Valley. Summary Report: 1974-75.
Associated Colleges of the St. Lawrence Valley, Potsdam, N. Y.
Pub Date Jun 75
Note—16p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Administrator Role, Admissions Counselors, Adult Education, *Consortia, *Cooperative Planning, Curriculum Development, *Educational Development, Facility Planning, Governing Boards, Grants, *Higher Education, Law Enforcement, Library Facilities, Management Information Systems, *Program Planning, School Newspapers
Identifiers—*Associated Colleges of the St Lawrence Valley

The Associated Colleges of the St. Lawrence Valley were chartered by the Board of Regents of the University of the State of New York to facilitate and stimulate cooperative relationships among four distinctive institutions of higher education to enable them to improve their ability to achieve their chosen goals without a loss of their unique identities. To accommodate the organization of the consortium it was necessary to restructure the Board of Trustees. Meetings of administrators with comparable responsibilities are held throughout the year. Joint activities among admissions officers have been successful. Grants have been established that focus on continuing education, law enforcement education, and library facilities planning. Advances such as student registration at member colleges have been made in the construction of curriculum. Shared ticket sales, equalization of rates, cosponsored events, and block bookings have regularly been used in cultural affairs planning. Facilities managers meet to disucss potential areas of cooperation. Faculty has the opportunity to teach at other campuses. Exploration of the utilization of management information systems has been an interest of the consortium. An interinstitutional newspaper has been established. Some student services and student programs are also shared. (Author/KE)

ED 111 303 HE 006 712
First Annual Report. 1974-75 Ontario Council on University Affairs.
Ontario Ministry of Colleges and Universities, Toronto.
Pub Date 30 Apr 75
Note—39p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Advisory Committees, Annual Reports, *Educational Finance, *Educational Objectives, Fees, Females, Graduate Study, *Postsecondary Education, Tuition, *Universities
Identifiers—*Canada (Ontario)

The first annual report of the Ontario Council on University Affairs was a prelude to a regular annual cycle that henceforth begins every March 1, and is intended to ensure that the Council, as Ontario's independent advisory body with respect to universities and certain other postsecondary educational institutions, is closely in step with the decision making processes of government. Its principal innovation was a memorandum to generate an agenda of important matters to which close attention will be given in the coming year. The matters include the further refinement of equity in institutional financing, the clarification of objectives designed to ensure adequate funding of bilingualism, and a thorough review of the financial and institutional dimensions of university education in Northern Ontario. Broader questions of particular import were outlined by the Council at the close of its inaugural. It raised questions with respect to such major topics as formula revision, tuition fees, accessibility, graduate studies, and the status of women. (Author/KE)

ED 111 304 HE 006 715
Lehmann, Timothy
Success After Graduation. A Study of the Baccalaureate Graduates of Empire State College.
State Univ. of New York, Saratoga Springs. Empire State Coll.
Pub Date Sep 74
Note—88p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—Achievement, *Educational Experience, *Educational Objectives, External Degree Programs, *Graduates, Graduate Students, *Higher Education, Performance Based Education, Student Characteristics, Student Evaluation, Surveys, Tables (Data), *Work Experience
Identifiers—*Empire State College
Empire State College (ESC) has an interest in following the progress of its recent graduates in the world of work as well as discovering what happens to those graduates wishing to continue their education. To obtain this information a survey was conducted of all graduates and additional data analyzed that was contained in each graduate's file. Findings are presented in three parts -- the educational experiences of the graduates while attending the college; the graduate school admissions experiences of these students applying to graduate school; the work experiences of those graduates not attending graduate school. An appendix contains the methodology of the study, the general background characteristics of the graduates, and selected tables of interest. Some college experiences that provide useful background information on the graduates are also included. ESC graduates were found successful in their postgraduate experiences. (Author/KE)

ED 111 305 HE 006 716
Lash, John S. And Others
Texas Southern University: From Separation to Special Designation.
Texas Southern Univ., Houston.
Spons Agency—John Hay Whitney Foundation, New York, N.Y.
Pub Date Jun 75
Note—114p.
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—Civil Rights, Colleges, *Higher Education, *Racial Segregation, University Extension, Urban Culture, *Urban Education, Urban Environment, Urban Schools, *Urban Studies, *Urban Universities
Texas Southern University was created in a decisive period of racial turmoil in national affairs, a period which eventually resulted in dramatic and far reaching changes in legal and societal accommodations of the ambitions and aspirations of minority people. Higher education was an arena of conflict in the forefront of civil rights struggles, and the establishment of Texas Southern in 1947 was an historic stratagem in the legal effort to determine the future of racial segregation in American higher education. The monograph is a summary and analysis of the history and functions of Texas Southern as a predominantly Black college emerging as a "special purpose institution of higher education education for urban programming," an enterprise in cultural pluralism. Consideration is given to the social and political implications of the founding of the institution and to its changing role as well as the dynamics of the "urban university" status. (JMF)

ED 111 306 HE 006 717
Lehmann, Timothy
Educational Outcomes from Contract Learning at Empire State College.
Pub Date Mar 75
Note—42p.; Paper presented at National Conference on Higher Education (30th, Chicago, Illinois, March 23-26, 1975)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Academic Ability, Adult Students, Educational Benefits, *Educational Objectives, *External Degree Programs, *Higher Education, Independent Study, Married Students, *Performance Based Education, Student Attitudes, *Student Characteristics, Teacher Role
Identifiers—*Empire State College
The Empire State College does not have a traditional campus but operates from a variety of leased facilities located in major population centers and in smaller communities where there appeared to be a clear need for such a college. Who are the students attracted to an individualized, contract learning type of program and why do they seek out Empire? What are the components of contract learning, how do students carry it out, and how do they evaluate it? What are the educational outcomes from contract learning and how satisfied are students with this approach to learning? Answers to these questions imply: contract learning seems a particularly well-suited format for the older, working, married adult who may have attended several colleges some years ago. Students differ at entry and throughout the degree program in their ability to handle independent study. The role of mentor becomes crucial if the college is to foster self-learning. An experienced, resourceful, and mature group of faculty committed to the ideal of independent learning is needed to effectively work with students having different styles of learning. The contracting process itself has substantial educational benefits apart from the subject matter the contract addresses. (Author/KE)

ED 111 307 HE 006 718
Bradley, A. Paul, Jr.
A Role For Faculty in Contract Learning: Toward A Theory of Nontraditional Faculty Development.
Pub Date Mar 75
Note—17p.; Paper presented at National Conference on Higher Education (30th, Chicago, Illinois, March 23-26, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*External Degree Programs, Faculty Evaluation, *Higher Education, *Instructional Innovation, *Performance Based Education, *Skill Development, Teacher Role
Identifiers—*Empire State College
Empire State College (ESC), a statewide college without a campus, requires Nontraditional concepts of faculty, since their role as mentor in a contractual learning situation is more diverse than that of a traditional faculty member. The ESC mentor role involves several activities: advisement, intellectual development, evaluation, college development, and personal career development. In the faculty's attempt to carry out those functions five stages of development generally evolve -- antitraditionalism, estrangement, confrontation, turnaround and committment, and renewal. The importance of identifying these five stages of innovative faculty development is that in knowing about them steps can be taken to accelerate their completion. New and prospective mentors can profit from an understanding of these stages and of the problems they are likely to encounter. (Author/KE)

ED 111 308 HE 006 720
Lindquist, Jack
Implementing Contract Learning Innovation Process in Higher Education.
Pub Date Mar 75
Note—24p.; Paper presented at National Conference on Higher Education (30th, Chicago, Illinois, March 23-26, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Change Strategies, Committees, Educational Innovation, *External Degree Programs, Faculty, Financial Support, *Higher Education, Institutional Role, *Performance Contracts, Planning, Professional Continuing Education, *Program Effectiveness, Research
Identifiers—*Empire State College
Some of the reasons for adopting contract learning and some strategies used at Empire State College, the University of South Carolina, and Wilmington College, are useful in aiding the adoption of new ways of teaching and learning. Several useful strategies are: (1) launch a committee to study local goals and needs; (2) connect the group and concerned outsiders to evidence about local conditions and to external knowledge resources; (3) seek and sustain support at the top of the institution but broadly involve faculty; (4) persuade persons whose support is needed by personal interaction; (5) develop advisory groups; (6) seek external funding to get things started, but switch to stable internal support as quickly as possible; (7) recruit leaders and faculty who understand the program; (8) carefully evaluate contract learning experiences, outcomes and related costs; (9) provide orientation and professional development opportunities for those who must assume the new roles; (10) provide reasonable workload and suitable rewards for mentoring functions; (11) set up mechanisms to disseminate innovation; (12) establish renewal units such as planning committees, research officers, faculty development centers, policy analysis and planning officers. (Author/KE)

ED 111 309 HE 006 721
Debus, Richard C.
Cost Analysis for Contract Learning.
Pub Date Mar 75
Note—17p.; Paper presented at National Conference on Higher Education (30th, Chicago, Illinois, March 23-26, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Cost Effectiveness, Costs, Educational Innovation, Evaluation Criteria, *External Degree Programs, *Higher Education, *Management Information Systems, *Performance Contracts
Identifiers—*Empire State College
Empire State College educational evaluation is oriented to the individual student and in the learning experiences mediated by the institutional arrangements it is essential that cost information be on an individual student basis. Therefore the basic unit of analysis chosen is the individual student contract. The costing model developed assigns to each student contract its share of all costs -- both direct and indirect. Most elements of cost are gathered in cost centers by the commonly accepted definitions. A hypothesis that "-high-impact" students would be more costly because they made greater use of tutors and engaged in a longer contract experience was correct. However, the high-impact students at one location, while taking work that lasted almost one month longer than those at another location, used substantially less tutor services than did those at the other location. An analysis of high-impact students' contracts and their relation to actual facility and cost was made. As is found with everything that develops from this cost/effectiveness system, however, more questions are raised than answered. (Author/KE)

ED 111 310 HE 006 722
Palola, Ernest G.
Administering Individualized Education. Questions, Issues, Suggestions.
Pub Date Mar 75
Note—24p.; Paper presented at National Conference on Higher Education (30th, Chicago, Illinois, March 23-26, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Administrator Responsibility, Curriculum Development, *Educational Administration, Educational Innovation, *External Degree Programs, Faculty, Faculty Evaluation, *Higher Education, Individualized Instruction, *Performance Contracts, *Planning, Student Characteristics, Student Development, Students, Success Factors
Identifiers—*Empire State College
Individualized education works well for a particular type of student and faculty member. If you go beyond this type of student and faculty member, you run head-on into serious administrative and planning problems. In short, students are unsure and often confused about their role in individualized education. It seems that (1) students need thorough introductions to individualized programs -- what it's like to be a student in such a program, and maybe opportunities to practice before the program actually begins; (2) faculty need more varied and creative ways, beyond sink-or-swim, to learn their roles, responsibilities, and opportunities; and (3) individualized education programs need clarification as to content, structure, and process. Fundamentally, these findings suggest that if institutions want to work with a wide range of student types and backgrounds, it may require substantial investment of time and energy in faculty development and student preparation. (Author/KE)

ED 111 311 HE 006 760
Howe, Florence, Ed.
Women and the Power to Change.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 75
Note—182p.
Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 ($7.95)
Document Not Available from EDRS
Descriptors—Career Planning, *Change Strategies, Educational Opportunities, Family Planning, *Feminism, *Higher Education, Law Schools, Organizational Change, *Professional Recognition, *Sex Discrimination, Womens Studies
The effect of the women's movement on the lives of academic women potentially has a major impact on college and university campuses. Although the movement has already reached thousands of students, chiefly through women's

studies programs, it has not yet begun to change the institutions of higher education. The four women who are the authors of this book like other academic women have seen their lives off campus change over the past four or five years. Their experiences led each of these women in different academic organizations to press for women's studies courses, for child care, or other institutional changes. In this document, the four women chart the histories of their lives as feminists in the world of higher education. And as they do so, they inevitably approach the issue of institutional reform. No consensus is reached on the manner or extent of desirable reform, and though these women of dissimilar backgrounds and personalities agree on much, they make no attempt to disguise their differences. All are torn between the awareness of the "formidable power of male-conceived and male-controlled law" and their intense desire to see feminism "overthrow the empire -- not in exchange for an equally oppressive matriarchy, but rather to achieve the equalization of power." (Author)

ED 111 312 HE 006 761

Onushkin, Victor G., Ed.

Planning the Development of Universities-IV.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Spons Agency—Canadian International Development Agency, Ottawa (Ontario).; Ford Foundation, New York, N.Y.; Swedish International Development Authority (SIDA).

Pub Date 75

Note—439p.

Available from—Unesco Press, Place de Fontenoy, 75700 Paris ($9.25)

Document Not Available from EDRS

Descriptors—Educational Development, Evaluation Criteria, *Higher Education, Information Systems, *Management, Management Systems, *Planning, Research, *Socioeconomic Background, Teaching, *Universities

Identifiers—Australia, Belgium, German Democratic Republic, United States, USSR

These five case studies cover different aspects of university planning. Two case studies analyse university planning in two countries, the USSR and the German Democratic Republic, where overall national social and economic planning exists and where planning of higher education forms part of the developed planning system. The other three case studies -- University of New York at Buffalo, Western Australian Institute, and University of Louvain in Belgium -- analyse some aspects of university planning, management, and the information systems in countries where there is no national socioeconomic planning system. The five different case studies collected together constitute an interesting comparative survey of how universities plan their activities within different socioeconomic contexts. However, all of them substantiate that the use of modern methods of planning and management, supported by an adequate information system of criteria for the evaluation of university activities, can make a very important contribution toward improving university planning and management and toward a better orientation of university activities to the socioeconomic needs of their respective countries. (Author/KE)

ED 111 313 HE 006 762

Flanagan, Dan

Policy Formulation and Implementation: An Analysis of Administrative Decentralization.

Pub Date Jul 75

Note—21p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Decentralization, *Decision Making, Evaluation Criteria, *External Degree Programs, *Higher Education, Information Dissemination, Organization, *Policy Formation, Student School Relationship

Identifiers—*Empire State College

The literature on decentralization of policy decisions is reviewed from economics, political science, and higher education. Decentralization in colleges and universities is found to mean a diffusion of authority, influence, and/or information sharing relating to policy decisions. A number of variables are discussed as they might influence the extent of decentralization. This typology of decentralization is applied to Empire State College. (Author)

ED 111 314 HE 006 764

Fenske, Robert H., Ed. Romesburg, Kerry D., Ed.

Current Status, Planning and Prospects of the 1202 State Postsecondary Commissions.

Arizona Commission for Postsecondary Education, Phoenix.; Arizona State Univ., Tempe. Center for the Study of Higher Education.

Pub Date Apr 75

Note—102p.; Proceedings of a Working Conference (Arizona State University, Tempe, April, 1975)

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors—Coordination, *Educational Planning, *Federal Legislation, *Higher Education, Organization, *Post Secondary Education, *Statewide Planning

Identifiers—*1202 Commissions

With the passage of the Education Amendments of 1972, the Congress of the United States introduced to the nation's educators a new academic and educational environment. Included in those amendments, under Title XII, General Provisions, was Section 1202 pertaining to the establishment of state postsecondary education commissions, signifying an expanded awareness of the new multifacted environment of postsecondary education. Four constituencies interested in statewide coordination of higher education and 1202 commissions were brought together in the conference. The constituencies were the executive directors (or their representatives) of state 1202 commissions, officials of the U.S. Office of Education representing the executive or administrative interests in the federal government, and scholars from the higher education community who have been engaged in research on 1202 commissions. Formal papers and informal discussions from that meeting are presented. The papers discuss (1) information related to how states have proceeded in establishing the state postsecondary education commissions required by 1202 in the Education Amendments of 1972, including information about membership by states and provisions for coordination of postsecondary planning with vocational education and manpower planning; (2) problems facing 1202 commissions; and (3) whether or not the 1202 commissions should be dissolved, and, if not, how they can be improved. (Author/KE)

ED 111 315 HE 006 795

Annas, Tommy

Graduate Student Admissions Survey, 1974. Report No. 1-75.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Report No—R-1-75

Pub Date Jun 75

Note—30p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Admission Criteria, *Comparative Statistics, Dental Schools, Educational Research, *Graduate Study, Graduate Surveys, *Higher Education, Medical Students, *Professional Education, School Surveys

Applications, acceptances, and new enrollments in all graduate programs for the Spring 1974, Summer 1974, and Fall 1974 terms are tabulated. This report differs from previous editions in that it contains a complete set of trend tables that array data for 1972, 1973, and 1974 in a manner that should facilitate comparisons. Data are also provided for M.D. and D.D.S. programs individually as well as aggregated with other first-professional programs. (LBH)

ED 111 316 HE 006 799

Durkee, Frank M. And Others

Some Alternatives in State Financing of Higher Education in Pennsylvania.

Pub Date Jun 72

Note—26p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Accelerated Programs, Decision Making, Educational Administration, *Educational Alternatives, *Educational Finance, Faculty Evaluation, Financial Policy, *Higher Education, Money Management, Public Education, *State Aid, *Student Loan Programs, Tuition

Identifiers—*Pennsylvania

The strategic deployment of state funds is suggested to support changes in higher education to increase faculty productivity and to promote such changes as the adoption of the Carnegie Commission on Higher Education suggestions for less time for degrees (e.g., the three-year bachelor's degree). The use of contracts for services from private higher education institutions in the various states is reviewed as a more feasible procedure than the continuous expansion of public higher education facilities. A correlation is shown between mounting tuition and fees in the private sector and its declining proportion of the total college enrollment. A system for eliminating tuition subsidies and the effects of below cost tuition is examined. The study suggests that an alternative to per student aid is the New York system of aid on the basis of earned degrees produced by the institution. Assisting colleges in forming consortia not only by state leadership but by providing full-time coordinators to promote maximum utilization of resources within each consortium is suggested by the study as another alternative in financing higher education. (Author/LBH)

ED 111 317 HE 006 800

Holmstrom, Engin Inel, Ed.

The Labor Market for College Graduates.

American Council on Education, Washington, D.C. Policy Analysis Service.

Pub Date Jun 75

Note—26p.; Report of a Seminar sponsored by the Policy Analysis Service, American Council on Education (Washington, D. C., 1974)

Available from—Policy Analysis Service, American Council on Education, One Dupont Circle, Washington, D. C. 20036

Journal Cit—Policy Analysis Service Reports; v1 n4 Jun75

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*College Graduates, Conference Reports, Employment Opportunities, *Employment Projections, Employment Trends, Financial Support, Graduate Study, *Higher Education, *Labor Market, Manpower Needs, Occupational Surveys, *Student Loan Programs, Symposia

During the spring of 1974 a series of seminars on student aid programs and student access were held in connection with the congressional hearings on Title IV of the Higher Education Act. The final seminar in the series focused on the labor market predictions and conditions facing college graduates. The presentations reported on four major areas; (1) employment projections; (2) educational program planning; (3) graduate programs and needs in a tight labor market; and (4) affirmative action in a tight labor market. A follow-up seminar is recommended to deal with three additional topics: the use of manpower projections; dissemination of employment and enrollment information; and education for contingency. (LBH)

ED 111 318 HE 006 804

State Scholarship and Loan Commission Ninth Biennial Report. July 1, 1972-June 30, 1974.

California State Scholarship and Loan Commission, Sacramento.

Pub Date 74

Note—28p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Annual Reports, *Delivery Systems, Educational Finance, Finance Reform, Financial Support, *Higher Education, Money Management, Program Evaluation, Resource Allocations, Scholarship Funds, *Scholarship Loans, *State Aid, *Student Loan Programs

Identifiers—*California

In the last 10 years student financial aid has been characterized by a surge of enormous growth that has been both rapid and largely uncoordinated. The current situation is classified into four major headings: student confusion; serious managerial problems; lack of conceptual clarity; and special problems in need analysis. The implications of the findings are concluded to be serious. The multiple programs, apparent inconsistencies, and managerial problems create a poor delivery system for student financial aid, which will continue to increase the amount of confusion and uncertainty among the applicants, recipients, and the personnel who advise them. Funds are likely to be used inefficiently. The poor delivery system could cause inefficient management to the extent that Congressional and state legislative enthusiasm for student financial aid programs could be depressed. Developments and changes in the State Scholarship Program, the College Opportunity Grant Program, the State Guaranteed Loan Program, the Supervised

Clinical Training Program, the Medical Student Contract Program, the Law Enforcement Personnel Dependents Scholarship Program, and the Research Program are reviewed with statistical data included. (Author/LBH)

ED 111 319 HE 006 827
Sexton, Robert F. Ungerer, Richard A.
Rationales for Experiential Education. Research Report No. 3.
George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—ERIC/HE-RR-3
Pub Date 75
Note—57p.
Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($3.00)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—College Students, Cooperative Education, *Educational Experiments, Educational Objectives, Educational Strategies, *Field Experience Programs, *Higher Education, Instructional Design, Internship Programs, *Learning Experience, Literature Reviews, Practicums, *Teaching Procedures, Work Experience Programs

The concept of experiential education, defined as learning outside the normal classroom environment that has been planned for prior to the experience, is reviewed. This includes internships, field experience, practicums, and cooperative education. Topics covered deal with the liberal arts, professional training, institutional reform and the community, new goals of education, the transition from school to work, career exploration and issues of employment, work and service. Taken as a whole, the literature of experiential education is concluded to call for a new interpretation of the relationships of the individual to those institutions that affect him, including education, the workplace, and citizenship. It is suggested that to create an environment hospitable to true life-long learning, the relationships between learning and working and serving must be redrawn in such a way that the individual can gain more from all three activities and see that the three activities are not necessarily unrelated. The need is also cited to rethink the methods of teaching general or liberal arts education and to relate this type of learning to the acquisition of specific competencies or skills. (LBH)

ED 111 320 HE 006 833
Stauffer, Thomas M.
Assessment of Outcomes from the Academic Administration Internship Program: 1965-1975.
American Council on Education, Washington, D.C. Academic Administration Internship Program.
Pub Date Jun 75
Note—26p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Administrative Personnel, *Administrator Education, Administrator Evaluation, Administrator Qualifications, Career Education, Comparative Statistics, Educational Administration, Graduate Surveys, *Higher Education, *Internship Programs, *Program Evaluation, Questionnaires, Trainees

Of 391 living participants in the 10-year-old Academic Administration Internship Program (AAIP), 320 or 82 percent completed the questionnaire, which became the basis of this evaluation study. Survey data were used to determine the current status of the AAIP alumni and fellows, the usefulness of the AAIP experience in their careers, the national reputation of the program, the participants' career expectations, and the justification for the AAIP's continuance. Professional positions held by 353 Fellows in the first nine AAIP classes during the 1974-75 academic year are classified: 33 presidents or chancellors; 50 chief academic officers; 46 associate chief academic officers; 40 vice-presidents in non-academic (e.g., planning) areas; 29 deans; 18 directors of educational programs; 20 assistants; 8 executives in governmental agencies or associations concerned with postsecondary education; 32 departmental chairpersons; 7 miscellaneous postsecondary education involvement; 48 full-time faculty members or researchers; 19 business, governmental, or religious executives. Sixty percent rated the AAIP national reputation as "outstanding." (Author/LBH)

ED 111 321 HE 006 842
Winchester, E. Anne Kenny, Eleanore
Graduate Information Survey. The Experiences, Plans and Attitudes of Some Baccalaureate Graduates of Washington's Colleges and Universities, 1972.
Washington State Council on Higher Education, Olympia.
Pub Date May 74
Note—42p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Academic Achievement, Bachelors Degrees, Career Planning, Comparative Statistics, *Educational Assessment, *Graduate Surveys, *Higher Education, Learning Motivation, *Occupational Choice, Questionnaires, State Colleges, State Universities, *Student Characteristics, Student Motivation
Identifiers—*Washington

The Graduate Information Survey instrument was designed to gather a variety of biographic and demographic data, as well as data on the students' college experiences, career plans, and attitudes. Data are presented on the characteristics of 1972 graduates from public and private universities. Seventeen four-year colleges and universities provided lists of 1972 baccalaureate degree recipients. From these lists a stratified random sample of 1588 graduates was drawn; stratification involved selecting a representative sample of nonresident students appropriate to individual institutional enrollments. Approximately 48 percent of the questionnaires were returned and usable. Statistical data are provided: survey respondents by major, age, and sex; factors influencing decisions to attend college; time for degree completion; transfers; learning options; occupational aspirations; relationships between educational program and employment. The vast majority of graduates believe their most important objective in going to college was to continue to learn; the second, to satisfy job requirements. More than 50 percent felt they could not yet judge whether their undergraduate program prepared them for employment. (LBH)

ED 111 322 HE 006 850
Sprenkle, Virginia E. Gillmore, Gerald M.
An Evaluation of Mastery Instruction Courses by Use of Student Ratings.
Washington Univ., Seattle. Educational Assessment Center.
Report No—EAC-R-76-3
Pub Date Jul 75
Note—33p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Achievement Rating, *College Students, Educational Experiments, Educational Strategies, *Higher Education, Instructional Design, Learning Experience, Learning Theories, Lecture, *Rating Scales, *Student Evaluation, *Teaching Methods, Teaching Procedures
Identifiers—*University of Washington

Seven mastery instruction courses offered in different quarters at the University of Washington are examined. The study method involved obtaining student ratings of these courses for comparison among themselves and with student ratings of traditional lecture method courses in the same subject field. For this purpose a Mastery Instruction Student Rating (MISR) Form was devised. It was found that: (1) mastery instruction courses received stable student ratings from different student samples, Fall and Winter Quarter; (2) a majority of items (18 out of 30) on the MISR Form discriminated among the mastery instruction courses at significant levels; (3) no systematic differences in mastery instruction and traditional lecture courses in the same subject field were observed; (4) mastery instruction courses received significantly more favorable ratings on 12 of 17 student rating items when their ratings were compared to the population of University of Washington Form D student ratings. (Author/LBH)

ED 111 323 HE 006 852
Brehman, George E., Jr.
A Study of Baccalaureate Engineering Demand and Supply in Pennsylvania: Methodology and Findings.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.
Pub Date Jul 75
Note—116p.
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—Bachelors Degrees, Birth Rate, *College Graduates, Educational Finance, Energy Conservation, Engineering Technology, *Engineers, Financial Policy, *Higher Education, *Labor Market, Minority Groups, Population Trends, Scientific Personnel, *Skill Obsolescence, Working Women
Identifiers—*Pennsylvania

The demand and supply of baccalaureate degree engineers from 1975 to 1983 are assessed, with some analysis of the implications the declining birth rate will have beyond 1983. The study reveals a current (1975) shortage for all types of engineers as well as a considerable long-term shortage to 1983 because of the probable response to the energy crisis. The greatest need, numerically, will be for electric-electronics engineers, mechanical engineers, industrial engineers, and chemical engineers. There will also be a marked increase in demand for highly specialized types, such as energy production, biomedical, health systems, and aquaculture. The long-term decline in the number of college-age youth projected here indicates a severe and deepening shortage of trained engineers unless currently undertapped populations, such as women and minorities, are recruited. Some consideration is also given to the problem of obsolescence and the possible role that industry and the schools of engineering may play in reducing it. Recommendations are made for (1) encouraging more students to major in engineering, (2) placing more emphasis on in-service and continuing education to avoid obsolescence and upgrade personnel quality, and (3) not building more classrooms but making more funds available to upgrade teaching and lab equipment. (Author/LBH)

ED 111 324 HE 006 853
Payton, L. C.
The Status of Women in the Ontario Universities.
Pub Date Jun 75
Note—24p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Comparative Statistics, Day Care Services, Educational Policy, Faculty Evaluation, *Feminism, *Higher Education, Job Tenure, Promotion (Occupational), Sex Differences, *Sex Discrimination, Statistical Surveys, *Women Professors, *Womens Education, Working Women
Identifiers—*Ontario

Existing data on the status of women, both as students and as members of the full-time teaching staff, are examined. Actions taken, being taken, and being planned by the Ontario universities are also reviewed. It is shown that, in general, women do not participate as fully as students as do men, but there is no evidence at the system level to suggest that this situation results from discriminatory practices in the universities. Women also generally do not have equality of representation on the teaching staffs. The percentage of female teaching staff does not differ substantially from the percentage of women in doctoral programs, which leads to the conclusion that the situation will not change in the next few years. Women on the teaching staff have not been promoted into the higher academic ranks to the same extent as their male counterparts nor are their average salaries as high. Universities are re-examining their policies and procedures with regard to such concerns as recruiting, hiring, remuneration, promotion, and granting of tenure, pension and fringe benefits, and day care facilities. Tabular data are included. (LBH)

IR

ED 111 325 IR 002 238
The Use of Financial Analysis in Decision Making: Cable Economics Section 4.
Cable Television Information Center, Washington, D.C.
Spons Agency—Ford Foundation, New York, N.Y.; John and Mary R. Markle Foundation, New York, N.Y.
Pub Date 75
Note—40p.; For a related document see ED 071 399
Available from—Cable Television Information Center, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Administration, *Cable Television, *Cost Effectiveness, *Decision Making, Financial Services, Flow Charts, Guidelines, *Mass Media, Planning, Policy Formation, Telecommunication
Identifiers—*Cable Economics
A procedure for the use of financial analysis in decision making about implementing cable television and securing all possible services is outlined. A six-stage decision making flow chart is provided; the six stages then explained and elaborated. The six stages are: define all realistic options; eliminate certain options because of lack of interest; define financial pass-fail criteria; determine financial feasibility of all remaining options; test sensitivity of results to basic assumptions. A financial flow chart is also included. It is suggested that similar flow charts be constructed for other decision making areas related to cable television, such as who shall operate the system. This procedure replaces the recommendations contained in the "Cable Economics" report conclusion. (SK)

ED 111 326 IR 002 246
Wright, Barbara
A Filmmaker's Primer; Or...If I'd Known Then What I Know Now.
Georgia Appalachian Child Care Project, Atlanta.
Pub Date May 74
Note—13p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Audiovisual Aids, *Film Production, Films, *Guides, Instructional Materials, Manuals, Mass Media, *Media Technology
Basic steps in making a 16mm sound film are listed and explained. Preshooting considerations are discussed, and fundamental procedures are described. "Rushes," rough cut, final-cut work print, the recording session, sound track, and answer print are defined. Film production agreements, including payment arrangements, are also covered. (SK)

ED 111 327 40 IR 002 291
Hall, Keith A. Knight, John
Continuing Education (Inservice) for Teachers via Computer-Assisted Instruction. Final Report.
Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.
Report No—PSU-CAIL-R-67
Pub Date 30 Jun 75
Note—131p.
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—Computer Assisted Instruction, Curriculum Development, Educational Assessment, Educational Development, Handicap Detection, *Handicapped Students, *Inservice Courses, *Inservice Teacher Education, Instructional Programs, Program Administration, Program Evaluation, Regular Class Placement, Special Education, *Teaching Skills
Identifiers—CARE, *Computer Assisted Renewal Education, Pennsylvania State University
A series of computer-assisted instruction (CAI) courses, called CARE (Computer Assisted Renewal Education), and a prototype mobile CAI van were developed to train teachers to identify handicpping conditions and to develop prescriptive and diagnostic teaching techniques for handicapped students. The project was designed to help with the placement of handicapped students in the classroom, as required by many state laws. The project monitored its accomplishments in four areas: inservice teacher education, curriculum maintenance, evaluation, and project administration. Appended to this final project report are the CARE service agreement, instructional development guide, and site brochure. (JY)

ED 111 328 IR 002 304
School-Housed Public Library Committee Report.
Fairfax County Public Library, Va.; Fairfax County Schools, Va.
Pub Date May 73
Note—45p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Feasibility Studies, *Interinstitutional Cooperation, Librarians, Library Cooperation, Library Material Selection, Library Role, Library Standards, Library Surveys, *Public Libraries, *School Community Relationship, *School Libraries, Statistical Data, Tables (Data)
Identifiers—Multitype Library Networks, Virginia (Fairfax County)
The feasibility of combining school and public libraries in Fairfax, Virginia was studied. Case studies were made of attempts by 23 localities in 12 states to combine school and public libraries. Several surveys were conducted to compile applicable laws, regulations, and standards. Four statistical tables were prepared which display information gathered from a questionnaire which surveyed student and public use. A copy of the questionnaire and a bibliography are included. (Author/DS)

ED 111 329 IR 002 311
Wedemeyer, Charles A.
Satellite and Cable: No Highway in the Sky for Conventional Teaching and Learning.
Pub Date 3 Jun 75
Note—17p.; Paper presented at the Conference on University Applications of Satellite to Cable Technology (Madison, Wisconsin, June 3, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Adult Education, *Cable Television, Communications, *Communication Satellites, Conventional Instruction, Educational Innovation, *Educational Technology, Extension Education, *Instructional Media, Media Technology, Speeches, Telecommunication
In examining the potential role of satellites and cable in classroom use, technological developments have been seen as extensions of schooling, rather than education in the broader sense. It is said that most education actually occurs in the school format, however, more progress in media development is predicted in non-school contexts, especially in adult and continuing education. Effective use of satellites and cable might additionally help to restore the balance in cultural offerings and to create areas of understanding across the "global village." The universities should take an active role in developing the educational function of media apart from the classroom. (SK)

ED 111 330 IR 002 314
Training for Mass Communication. Reports and Papers on Mass Communication No. 73.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date 75
Note—42p.
Available from—Department of Communication, Unesco, Place de Fontenoy, 75700 Paris, France
Document Not Available from EDRS
Descriptors—Audiovisual Communication, Broadcast Industry, Communications, *Communication Skills, Educational Programs, Educational Television, Information Theory, *Mass Media, *Media Specialists, Technical Education, *Telecommunication, *Training Techniques
Identifiers—*UNESCO
Based on papers and recorded discussions of training experts at the UNESCO Seminar on Instructional Training Techniques for Broadcasters, communication training is examined as the planned process of inducing those attitudes and transmitting those skills necessary for the effective mass movement of ideas, the sharing of information, and the transfer of experience. The nature of communication training both past and present is examined, along with the institutions that provide training. Operational problems are defined, and analyzed and methods of course and curriculum planning are outlined. Appendixes include a program for action, a module specification sheet and educational television training modules. (SK)

ED 111 331 IR 002 315
Sommerlad, E. Lloyd
National Communication Systems; Some Policy Issues and Options. Reports and Papers on Mass Communication No. 74.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date 75
Note—39p.
Available from—Department of Communication, Unesco, Place de Fontenoy, 75700 Paris, France
Document Not Available from EDRS
Descriptors—*Communications, *Developmental Programs, Economic Development, Facility Planning, Mass Media, *National Programs, Planning, *Policy Formation, Social Development, Technological Advancement, Telecommunication
To assist policy-makers with the establishment of national communications policies and the harmonization of institutional policies as part of national development planning, policy issues and options are identified and discussed. The functions of communication in society are defined and the structure of the system detailed, with descriptions of point-to-point communication, the mass media, interpersonal communication and supporting services and human resources. The implementation of communications policies examines the socialist approach, public investment, mechanisms for social control, media ownership, financial constraints and incentives and control of media content. Protection of private rights and communication planning and coordination are also discussed. A list of references is appended. (SK)

ED 111 332 IR 002 321
From "A" to "Yellow Jack"; A Film-Study Film Collection.
Indiana Univ., Bloomington. Audio-Visual Center.
Pub Date 75
Note—88p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Audiovisual Aids, *Catalogs, Film Libraries, Film Production, *Film Production Specialists, *Films, *Film Study, Glossaries, *Instructional Materials Centers, Video Tape Recordings
Identifiers—*Indiana University Audio Visual Center
Illustrative material in the area of film study available from the Indiana University Audio-Visual Center is listed and described. Over 250 selected films are included, representing experimental films, film classics, historically interesting films, works of recognized directors, and films which are models of film techniques. Recent film acquisitions are also described, including feature film excerpts from the Teaching Film Custodians collection representing the work of recognized Hollywood directors. Each entry is summarized and its significance in film study explained; length, color and rental price are given. Entries are also indexed by subject and by director. A glossary of film terms is appended. (SK)

ED 111 333 IR 002 325
Perry, Robert Szondy, Peter
Elements of Film Production.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No—SWRL-TN-4-71-15
Pub Date 25 Aug 71
Note—13p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Film Production, *Films, *Instructional Films, Instructional Materials, Material Development, Media Technology, *Production Techniques
Steps and processes that go into the making of a film are summarized in layman's terms. The stages of film preparation, shooting, editing and final processing are explicitly detailed. Included is a breakdown of the approximate amount of time and cost required for making each film. Sample pages of film script, a sample shooting schedule, and lexicon of technical terms are appended. (SK)

ED 111 334 IR 002 331
Besel, Ronald
A Suggested Approach for a Cost Analysis of Alternative IMS Configurations.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No—SWRL-TN-5-71-10
Pub Date 26 Feb 71
Note—17p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Computer Oriented Programs, *Computer Programs, Computers, *Costs, Data Analysis, *Estimated Costs, Information Retrieval, Information Storage, Information Systems, *Management Information Systems, Operating Expenses, Pilot Projects, Research

and Development Centers, *Student Records, Telecommunication
Identifiers—Computer Equipment, Data Management, IMS, *Instructional Management System
An approach to a cost analysis of pilot, prototype, model and operational versions of the Southwest Regional Laboratory's (SWRL) Instructional Management System (IMS) is described. Five classes of systems (conceptual, pilot, prototype, model and operational) are defined, and a system development process relating classes of systems in presented. IMS functions are discussed in terms of five subsystems: data generating, communications, data processing, information storage, and report generation. Cost estimates for the communications subsystem are included. (Author/DGC)

ED 111 335 IR 002 333
Hooper, Judith Roffman, Burt
Exploratory Examination of Alternative Formats for Communicating Instructional Proficiency Status Information.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No—SWRL-5-71-77
Pub Date 6 Aug 71
Note—19p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Cost Effectiveness, *Graphs, *Information Processing, *Information Utilization, Records (Forms), *Tables (Data), *Technical Reports
Identifiers—Information Format, *Instructional Proficiency Status
To determine the effect of format on the communication of information and the range of qualitative reaction, data was presented by bar graphs, data tables and natural language text to 24 staff members of the Southwest Regional Laboratory. No difference in acquisition of information among the staff members was shown. Subjects preferred data tables, and costs and complexities of preparing these tables were found not to be significant in small volume. Procedures of the study are detailed, and attachments provided showing the format used. (SK)

ED 111 336 IR 002 334
Porch, Ann
Preliminary Design for a Language Analysis Package (L. A. P.).
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No—SWRL-TN-5-71-74
Pub Date Aug 71
Note—16p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Computer Programs, Content Analysis, *Data Processing, *Design, Electronic Data Processing, Indexes (Locaters), *Information Retrieval, Item Analysis, Language Research, Permuted Indexes, *Specifications, Word Frequency
Identifiers—Computer Software Specifications, *Language Analysis Package
A series of computer programs to handle natural language retrieval and analysis in a manner analogous to that of a statistical package is discussed. The document presents an overview of several language analysis projects currently underway, and of several research approaches to problems in language analysis. The manner in which the Language Analysis Package (LAP) could be used with each approach is considered, and design specifications for a state-of-the-art system are presented. A preliminary implementation of such a system using programs currently available at the Southwest Regional Laboratory is suggested. An overview of the design considerations and algorithms for LAP is also included. (Author/DGC)

ED 111 337 IR 002 341
Gunwaldsen, Roger L.
CHARGE Image Generator: Theory of Operation and Author Language Support. Technical Report 75-3.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Report No—HumRRO-TR-75-3
Pub Date May 75
Note—137p.
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—*Computer Assisted Instruction, *Computer Graphics, Computer Oriented Programs, Computer Programs, Computers, *Display Systems, Educational Technology, Information Processing, Information Storage, Information Systems, Military Training, *On Line Systems, *Programing Languages, Teaching Machines, Three Dimensional Aids
Identifiers—*CHARGE, Color Halftone Area Graphics Environment
The image generator function and author language software support for the CHARGE (Color Halftone Area Graphics Environment) Interactive Graphics System are described. Designed initially for use in computer-assisted instruction (CAI) systems, the CHARGE Interactive Graphics System can provide graphic displays for various applications including equipment design, troubleshooting, and mathematics. It can achieve color, gray level, and three-dimensional (3-D) perspectives. This report describes the system's procedure for representing a complex 3-D world, forming a colored perspective of that world, and then encoding the perspective in a format for tranmission to and display on a CHARGE terminal. Examples of CHARGE inputs and the system's resulting graphic displays together with flowcharts of the process are provided. (Author/DGC)

ED 111 338 IR 002 343
Seidel, Robert J. And Others
Learner Control of Instructional Sequencing within an Adaptive Tutorial CAI Environment. Technical Report 75-7.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Report No—HumRRO-TR-75-7
Pub Date Jun 75
Note—54p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Aspiration, *Computer Assisted Instruction, Computer Programs, Expectation, High Achievers, Individual Characteristics, Individualized Instruction, *Learning Processes, Low Achievers, *Military Training, On Line Systems, *Programing, Programing Languages
Identifiers—*Aptitude Treatment Interaction, COBOL, Instructional Decision Model, Instructional Strategies, Learner Control
A study to test the effects of learner control of the sequencing of instructional tasks when using computer-assisted instruction (CAI) systems is described. Using a series of CAI modules to teach the COBOL programing language to military personnel, students were able to control various aspects of their learning environment. Among the research findings were the following: the instructional module was effective in teaching the students to program in COBOL; aptitude treatment interaction studies can be performed in instructionally rich settings; the set of criteria used to characterize high and low performers needs to be diverse and analytical; and self-assessment can make a significant contribution to instructional management. (DGC)

ED 111 339 IR 002 345
Twenty-Fifth Annual Audio-Visual Aids Conference, Wednesday 9th to Friday 11th July 1975, Whitelands College, Putney SW15. Conference Preprints.
National Committee for Audio-Visual Aids in Education, London (England).
Spons Agency—British Broadcasting Corp., London (England).; British Council, London (England).
Pub Date Jul 75
Note—55p.
Available from—National Committee for Audio-Visual Aids in Education, Educational Foundation for Visual Aids, 33 Queen Ann Street, London W1M OAL, England
Document Not Available from EDRS
Descriptors—*Audiovisual Aids, *Audiovisual Programs, *Conference Reports, *Educational Technology, Instructional Materials, Material Development, Media Specialists, Media Technology
Identifiers—Great Britain, Inter Navex 75
Preprints of papers to be presented at the 25th annual Audio-Visual Aids Conference are collected along with the conference program. Papers include official messages, a review of the conference's history, and presentations on photography in education, using school broadcasts, flexibility in the use of television, the "communications generation," and educational technology in the developing world. Recent publications are listed, along with a resume of the activities of the information and training departments of the National Audio Visual Aids Centre. (SK)

ED 111 340 IR 002 349
McCullough, Kathleen
Approval Plans and Departmental Fair Share.
Purdue Univ., Lafayette, Ind. Libraries.
Pub Date Apr 75
Note—34p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Departments, *Library Acquisition, Library Collections, Library Expenditures, *Library Material Selection, Library Research, Library Technical Processes, Program Evaluation, *University Libraries
Identifiers—*Approval Plans, Purdue University
Some university academic departments contend that they do not receive a fair share of approval-plan books. The study attempts to measure the proportion of books for each departmental subject in general publishing and to compare those ratios to their proportion in approval plan receipts. It also sought to determine whether, and to what extent, book receipts that are low in some areas are also proportionately higher in cost. The study compares both books and costs for 47 Purdue academic departments in three ways: (1) general publishing (Publishers Weekly figures), (2) publishing after selection for academic level (Baker and Taylor data), and (3) specific approval-plan receipts (Purdue). Results indicate that approval-plan selection closely follows proportions in general publishing and that some departments with small shares of books may require disproportionately larger shares of the book budget. (Author/JY)

ED 111 341 IR 002 351
Shannon, Michael Owen
To Trace a Law: Use of Library Materials in a Classroom Exercise.
City Univ. of New York, Bronx, N.Y. Herbert H. Lehman Coll. Library.
Pub Date Jul 75
Note—9p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Annotated Bibliographies, *Federal Legislation, Government Publications, Information Sources, Legislators, Lesson Plans, *Library Guides, *Library Instruction, Reference Materials, *Resource Guides
Identifiers—*Congress, Legislative History
A legislative history shows the various stages in the process of enacting laws. In order to follow the legislative process the student is asked to select a topic of interest and research the various steps as a bill becomes law. Then he is given descriptions of some current and standard reference works which will help him find information on the laws, background information, progress through the legislature, congressmen, and organization and procedures of Congress. (Author/LS)

ED 111 342 IR 002 352
Kelver, Ann E.
Public School-Public Library Cooperation in Sheridan, Colorado.
Arapahoe Regional Library District, Littleton, Colo.; Sheridan School District 2, Englewood, Colo.
Pub Date 28 Jun 75
Note—9p.; Paper presented at the American Library Association Annual Conference (94th, San Francisco, California, June 28, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Cooperative Programs, High Schools, Interinstitutional Cooperation, *Library Cooperation, Program Descriptions, Public Libraries, *School Community Cooperation, School Libraries, *Shared Facilities, Shared Services, Speeches
Identifiers—ALA 75, Colorado (Sheridan), Library Services and Construction Act, Multitype Library Networks
The Arapahoe Regional Library District and the Sheridan School District, in Colorado, cooperated in developing a library to serve both high school students and the general community. Initially funded by a Library Services and Construction Act grant, this cooperative venture succeeded because of the intense preplanning done by school and library personnel closely associated

with the project, the committment on both sides to the idea that the operation was beneficial to both parties, the shared staffing responsibilities, the written statement of procedures and assignment of responsibility, and library personnel who understood each other's philosophies and duties. (LS)

ED 111 343 IR 002 353
Blowers, Malcolm
Library Resources; A Guide to Selected Library Information at the University of Tennessee, Knoxville. Second Edition.
Tennessee Univ., Knoxville. Univ. Libraries.
Pub Date Apr 75
Note—45p.; Educational Research series
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Annotated Bibliographies, *Educational Research, Library Guides, Library Research, *Reference Materials, University Libraries
Identifiers—University of Tennessee
A guide to educational research and reference materials is presented for use at the University of Tennessee, Knoxville, library. The materials covered include guides, overviews, dictionaries and encyclopedias, bibliographies, periodical indexes and abstracts, book reviews, unpublished research, tests and measurement tools, research reviews, dissertations and theses, statistics, directories, government publications, and biographical works. For each item complete bibliographic information is provided, along with the call number and a brief annotation. The Library of Congress classification scheme for education and an author-title index are appended. (LS)

ED 111 344 IR 002 354
Martin, Allie Beth
In Touch With Tomorrow. Inaugural Address.
Pub Date 4 Jul 75
Note—17p.; Paper presented at the American Library Association Annual Conference (94th, San Francisco, California, July 4, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Futures (of Society), Information Dissemination, Librarians, *Library Associations, Library Cooperation, *Library Role, National Organizations, Objectives, Professional Associations, Speeches
Identifiers—ALA, ALA 75, *American Library Association
In her inaugural address in San Francisco, July 4, 1975, the new president of the American Library Association (ALA) poses some questions about the library's future, its place in the community, its relationship to governing bodies, its role, functions, and responsibilities. She points out ALA's concern with these questions as reflected in the new association goals and objectives passed at the January, 1975, meeting. These goals call for ALA's committment to user oriented services for everybody; inter-library cooperation, a nationwide information delivery system, and equal information access for all; international cooperation; intellectual freedom; and improved treatment and training of library personnel. The new president encourages the participation of ALA and its chapters in pursuing these goals and in evaluating the association's effectiveness in so doing. (LS)

ED 111 345 IR 002 368
Shelton, S. Martin
Do You Need a Film?
Naval Weapons Center, China Lake, Calif.
Pub Date 15 May 75
Note—7p.; Paper presented at the International Technical Communications Conference Society for Technical Communications (22nd, Anaheim, California, May 15-17, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Communication (Thought Transfer), *Films, Film Study, Information Theory, Instructional Media, Mass Media, *Media Selection
Advantages and disadvantages of film as a communications medium are examined and discussed. Advantages are said to be that it appeals to several senses, is a mass medium, makes for a captive and passive audience and one which is visually oriented, arouses empathy and can take audiences to remote locations and other times. Disadvantages are that it is transitory, inflexible, often presents an alien perspective, is structured linearly, is expensive and is limited by its logistics. It is concluded that film is best for general information, motivation, orientation, and some kinds of teaching, and less satisfactory for messages that require detailed, long-term retention of specific facts or procedures. It is also stated that film should not be used without a group leader or teacher. (SK)

ED 111 346 IR 002 372
Sitko, Merrill C. And Others
The Effectiveness of a Computer-Assisted Teacher Training System (CATTS) in Generating Specific Teacher Behaviors in a Preservice College Teaching Environment.
Pub Date Nov 74
Note—23p.; Paper presented at the Conference on Research and Technology in College Teaching (Atlanta, Georgia, November 1974)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Classroom Observation Techniques, *Computer Assisted Instruction, Computer Oriented Programs, Data Collection, Delivery Systems, *Feedback, Preservice Education, Program Effectiveness, Special Education, *Student Teacher Relationship, *Teacher Behavior, *Teacher Education
Identifiers—CATTS, Computer Assisted Teaching Training System
A prototype computer-assisted teaching training system (CATTS) was developed to help train special education personnel. CATTS is a comprehensive system which produces systematic observation, real-time analysis, storage, and feedback of specific observation coding data relevant to special education classroom teacher-pupil interactions. An investigation demonstrated the relative effectiveness of CATTS instantaneous (visual) and delayed (printout) feedback in increasing various cognitive and management behaviors of preservice teacher-trainees in a controlled classroom setting. It was found that CATTS is a versatile and comprehensive delivery system which can be applied in many ways to analyze real-time process variables within behavior training fields. Two statistical tables and three graphs include a schematic diagram of the arrangement of a CATTS station. (Author/JY)

ED 111 347 IR 002 374
Weyer, S. A. Cannara, A. B.
Children Learning Computer Programming: Experiments with Languages, Curricula and Programmable Devices. Technical Report No. 250.
Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—SU-IMSSS-TR-250
Pub Date 27 Jan 75
Note—228p.
EDRS Price MF-$0.76 HC-$12.05 Plus Postage
Descriptors—Children, *Computer Programs, Computers, Computer Science, *Computer Science Education, *Curriculum Design, Experimental Curriculum, Intermediate Grades, Junior High Schools, Program Descriptions, *Programing Languages
Identifiers—LOGO, Machine Language, Simper
An experiment was conducted to study how children, aged 10-15 years, learn concepts relevant to computer programing and how they learn modern programing languages. The implicit educational goal was to teach thinking strategies through the medium of programing concepts and their applications. The computer languages Simper and Logo were chosen because they are computationally general, relatively easy to learn, interactive with powerful editing features, and are highly dissimilar. The experiment included significant tutoring, curriculum design, and various special output devices such as graphic displays, robots, electric trains and sound synthesizers. The report is divided into six major sections: (1) introduction: background and motivation; (2) programing facilities; (3) student selection, grouping and tutoring; (4) curricula; (5) data acquisition and analysis; and (6) results. Among the results were suggested modifications to both the Simper and Logo languages and to the curriculum designed to teach them. (KKC)

ED 111 348 IR 002 377
Comstock, George
Effects of Television on Children: What is the Evidence?
Rand Corp., Santa Monica, Calif.
Report No—RAND-P-5412
Pub Date Apr 75
Note—20p.; Paper presented at the Telecommunications Policy Research Conference (Airlie, Virginia, April 16-19, 1975)
Available from—The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 ($1.50)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Aggression, *Anti Social Behavior, Attitudes, *Children, Commercial Television, Mass Media, Programing (Broadcast), Telecommunication, *Television, *Television Research, *Violence
Studies and writings on the effects of television on children are reviewed and summarized. Topics are the young people's pattern of exposure to television, the nature of their viewing experience, the way they respond to television, and the direct effects on their values, attitudes and behavior. Research on the influence of television violence on aggressive and anti-social behavior is discussed at length; it is concluded that violent television entertainment increases the probability of subsequent aggressive behavior on the part of children and youth. The question of what, if any, action should be based on these findings is also discussed. (SK)

ED 111 349 IR 002 379
Wert, Lucille M. Powell, Ronald R.
Measurement and Evaluation of Public Library Services.
Illinois Univ., Urbana. Graduate School of Library Science.
Pub Date Jul 75
Note—11p.; Paper presented at the American Library Association Annual Conference (94th, San Francisco, California, June 29 through July 5, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Data Collection, *Evaluation Methods, Librarians, Library Administration, Library Collections, Library Networks, *Library Services, Program Evaluation, *Public Libraries, *State Programs, State Surveys, Statistical Data, Tax Support, *Workshops
Identifiers—ALA 75, *Illinois, Library Services and Construction Act Title I, Public Library Association
The Illinois project entitled Measurement and Evaluation of Public Library Services is being conducted by the Library Research Center (LRC) at the University of Illinois. The long range goal of the project is to make available meaningful information for the evaluation and improvement of local public libraries. Two immediate objectives are to test the Public Library Association (PLA) performance measures manual in a representative sample of Illinois public libraries of various sizes and to teach a sample of library personnel the data collection techniques necessary for applying the PLA performance measures. Since operating expenditures proved to be the significant variable related to library size, public libraries were stratified by operating budget for the four areas of the state, and a random sample drawn. The LRC staff held six workshops to teach the PLA procedures to staff from the library systems and from the selected public libraries. Trainees were then asked to conduct a three-day performance measures study in their own library, tabulate their data, and send the results to the LRC, along with comments on the manual. When all of the data is received, the LRC will create individual library profiles and establish performance levels for libraries of each budget level. (Author/SL)

ED 111 350 IR 002 382
Braby, Richard And Others
A Technique for Choosing Cost-Effective Instructional Delivery Systems. Final Report.
Naval Training Equipment Center, Orlando, Fla. Training Analysis and Evaluation Group.
Report No—TAEG-R-16
Pub Date Apr 75
Note—125p.
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—*Algorithms, Audiovisual Aids, *Cost Effectiveness, *Delivery Systems, Educational Programs, Instructional Design, Instructional Media, *Instructional Systems, Learning Activities, Learning Processes, Mathematics, Teaching Methods, *Training Techniques
Identifiers—*Fortran IV Program
The Training Effectiveness, Cost Effectiveness Technique for choosing instructional delivery systems for proposed training programs during

conceptual design phase is outlined, in three steps. Training objectives are classified and organized into groups, appropriate learning strategies are identified, and the costs of alternative forms of training are projected. Reference materials for carrying out the process are provided, including a list of 12 types of learning algorithms and the class of learning objectives each supports, separate tables for choosing instructional delivery systems for each algorithm, and a cost model for comparing the value of resources required by alternative delivery systems. A Fortran IV program listing of the cost model is included. (SK)

ED 111 351 IR 002 399

Proceedings of the 1975 Conference on Computers in the Undergraduate Curricula, CCUC/6, (Texas Christian University, Fort Worth, Texas, June 16-18, 1975).

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jun 75

Note—305p.

Available from—Ted Sjoerdsma, Treasurer, CCUC, 124B Lindquist Center for Measurement, Iowa City, Iowa 52242 ($10.00: Checks payable to the University of Iowa)

Document Not Available from EDRS

Descriptors—Business Education, Chemistry, *Computer Assisted Instruction, *Conference Reports, Higher Education, Humanities, Mathematics, Physics, Sciences, Statistics, Test Construction, *Undergraduate Study

Identifiers—Computer Managed Instruction

The papers presented at the 1975 conference on computers in undergraduate curricula are reproduced in this volume. With computer science specifically excluded as an area of interest, papers fall under the following headings: humanities, business, physics, computerized test construction, mathematics science, computer managed instruction and computer assisted instruction, and chemistry. The papers report on specific materials, problems, programs, and measures of success or accomplishment. (KKC)

ED 111 352 IR 002 400

Talpaz, Hovav

Computer Assistance in Teaching Dynamic-Stochastic Systems Analysis.

Pub Date Jun 75

Note—20p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (6th, Fort Worth, Texas, June 16-18, 1975); Related document is IR 002 399

Available from—Entire Proceedings; Ted Sjoerdsma, Treasurer, CCUC, 1248 Lindquist Center for Measurement, Iowa City, Iowa 52242 ($10.00; Checks payable to the University of Iowa)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Computer Assisted Instruction, *Computer Programs, Computers, *Course Descriptions, Course Objectives, Graduate Students, Higher Education, Programing Languages, Simulation, *Systems Analysis

Identifiers—CSMP 360, FORTRAN IV, Stochastic Analysis

A university level course in systems analysis with close contact and massive use of computer time was designed. The objectives of the course were primarily to teach social science graduate students, mostly from economics and agricultural economics, the basic methodological and quantitative tools of systems analysis and design. It was designed to show that the task of teaching principles of systems analysis and its applications to students with no programing background can be achieved using high level simulation language like CSMP/360. Stochastic situations represented by Monte-Carlo simulation were designed in FORTRAN with some preprogramed segments given to the students. An example of such an assignment is provided. (Author/KKC)

ED 111 353 IR 002 401

Churchill, Geoffrey

Computers in the Undergraduate Curriculum: An Aspect of the Many Section Problem.

Pub Date Jun 75

Note—5p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (6th, Fort Worth, Texas, June 16-18, 1975); For related document see IR 002 399

Available from—Entire Proceedings; Ted Sjoerdsma, Treasurer, CCUC, 1248 Lindquist Center for Measurement, Iowa City, Iowa 52242 ($10.00, Checks payable to the University of Iowa)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Administrative Problems, Business Education, Case Studies, College Curriculum, *Computers, Computer Science, *Educational Games, Higher Education, Mathematical Applications, Problems, *Program Coordination, Simulated Environment, Simulation, Student Attitudes, Technology, *Undergraduate Study

Identifiers—BASIC, DOG, FORTRAN IV

A brief case study of the resistance to technological change is presented using DOG, a small scale deterministic business game, as the example of technology. DOG, a decision mathematics game for the purpose of providing an environment for application of mathematical concepts, consists of assignments mostly utilizing matrix algebra but also some calculus, linear programing or free form modeling. It is a simulated environment originally written in BASIC, and now also available in FORTRAN IV. The problems involved in implementing DOG into the undergraduate curricula of the Georgia State University School of Business are discussed. It is concluded that it is possible to successfully introduce computer applications into large multisection undergraduate courses, but not painlessly. If only the physical and technical aspects of the problem receive serious attention, then the likely outcome is disaster. Only careful coordination, much support, some sugar coating of the pill, and occasional genteel bullying will assure success. (Author/KKC)

ED 111 354 IR 002 402

Deeter, Charles R.

A Numerical Calculus Course as an Early Introduction to Problem Solving.

Texas Christian Univ., Fort Worth.

Pub Date Jun 75

Note—6p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (6th, Fort Worth, Texas, June 16 - 18, 1975); Related document is IR 002 399

Available from—Entire Proceedings; Ted Sjoerdsma, Treasurer, CCUC, 1248 Lindquist Center for Measurement, Iowa City, Iowa 52242 ($10.00, Checks payable to the University of Iowa)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Calculus, Computer Oriented Programs, *Computer Programs, Computers, *Computer Science, Course Descriptions, Higher Education, Problem Solving, *Programing, Speeches

Identifiers—FORTRAN IV

Briefly described is a numerical calculus course which provides (1) experience and practice in programing and the use of the computer in problem solving, (2) intermediate and/or advanced techniques in FORTRAN IV programing, (3) elementary error analysis, (4) programing efficiency, and (5) documentation of programs. The course, designed to fulfill the needs of several departments at Texas Christian University--background for physics, chemistry, and accounting majors, as well as for students who plan to enter graduate study in mathematics--enables the student to experience, early in his training, some of the ways in which computers can be used, and to see some of the considerations which must be taken in using the computer as a problem solving tool. (Author/KKC)

ED 111 355 IR 002 403

Garg, Devendra P.

Experiments with a Computerized Response System: A Favorable Experience.

Duke Univ., Durham, N.C.

Pub Date Jun 75

Note—17p.; (Paper presented at the Conference on Computers in the Undergraduate Curricula (6th, Fort Worth, Texas, June 16-18, 1975); Related document is IR 002 399

Available from—Entire Proceedings; Ted Sjoerdsma, Treasurer, CCUC, 1248 Lindquist Center for Measurement, Iowa City, Iowa 52242 ($10.00; Checks payable to the University of Iowa)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—College Students, *Computer Assisted Instruction, Computer Programs, Computer Science Education, Educational Research, Feedback, *Student Reaction, *Voting

Identifiers—Duke University, Minicomputers

In order to obtain student feedback in computer programing courses at Duke University, a computer-based anonymous audience response system was used. This system consisted of a minicomputer, voting consoles, and a large electronic display. Students set their voting consoles in response to the question and the minicomputer interrogated the consoles. The cumulative responses in each category were flashed on an electronic display board to provide immediate feedback. The objective of the project was to acquaint the students with a unique application of the computers. The system was well-received by the students and proved to be very effective as a feedback device in promoting free and open dialog. (Author/DS)

ED 111 356 IR 002 404

McClain, Donald H. Wessels, Stephen W.

IPSIM: Additional System Enhancements Utilized in a Chemistry Application.

Pub Date Jun 75

Note—17p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (6th, Fort Worth, Texas, June 16-18, 1975); For related document see IR 002 399

Available from—Entire Proceedings; Ted Sjoerdsma, Treasurer, CCUC, 1248 Lindquist Center for Measurement, Iowa City, Iowa 52242 ($10.00, Checks payable to the University of Iowa)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Academic Records, Chemistry, *Computer Oriented Programs, *Computer Storage Devices, Individual Tests, Multiple Choice Tests, Performance Tests, *Recordkeeping, Student Records, Student Testing, *Test Construction, *Testing Programs, Test Scoring Machines

Identifiers—IPSIM, University of Iowa

The University of Iowa has been involved with the development, implementation, and operation of computer-based test-item pools and a test construction and course management system titled IPSIM (Iowa's Item Pool System for Instructional Management), originally devised for a freshman medical course in the Pathology Department of the College of Medicine. The IPSIM system provides the user with the ability to: (1) create and manage item pools; (2) produce "paper-and-pencil" tests, including computer-generated forms; (3) provide Coursewriter III code for interactive test administration; (4) construct multiple-choice questions from a prototype statement; (5) score tests; (6) analyze student performance data; and (7) compose student progress reports. The system appears to have wide ranging potential for other subject matter areas. (Author/KKC)

ED 111 357 IR 002 405

Swigger, Kathleen M.

Automated Instruction of Flanders Interaction Analysis.

Iowa Univ., Iowa City. Coll. of Education.

Pub Date Jun 75

Note—12p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (6th, Fort Worth, Texas, June 16-18, 1975); Related document is IR 002 399

Available from—Entire Proceedings; Ted Sjoerdsma, Treasurer, CCUC, 1248 Lindquist Center for Measurement, Iowa City, Iowa 52242 ($10.00; Checks payable to the University of Iowa)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—College Students, *Computer Assisted Instruction, Computer Oriented Programs, Conventional Instruction, Educational Research, Higher Education, *Interaction Process Analysis, Student Teacher Relationship, *Teacher Education

Identifiers—Flanders Interaction Analysis

A series of computer-assisted instruction (CAI) lessons were written for use by students enrolled in a methods course in social studies education at the University of Iowa. Lessons provide instruction in the Flanders Interaction Analysis method which makes classroom verbal communication more effective. An interaction module was designed to help prospective teachers examine their own classroom behavior in terms of factors such as how much they talk versus student participation in discussion. Both authoritative and permissive behavior were explored. Lessons were written using the Instructional Dialogue Facility (IDF) on a Hewlett Packard 2000. An experiment compared the CAI method with traditional

instruction. The results indicated that the CAI module proved to be the most effective. (Author/DS)

ED 111 358 IR 002 406
Olympia, P. L., Jr.
Repetitive Domain-Referenced Testing Using Computers: the TITA System.
Washington Technical Inst., Washington, D.C.
Pub Date Jun 75
Note—9p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (6th, Fort Worth, Texas, June 16-18, 1975); Related document is IR 002 399
Available from—Entire Proceedings; Ted Sjoerdsma, Treasurer, CCUC, 124B (Lindquist Center for Measurement, Iowa City, Iowa 52242 ($10.00; Checks payable to the University of Iowa)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Computer Assisted Instruction, Computer Programs, Criterion Referenced Tests, Individualized Instruction, Multiple Choice Tests, *Test Construction, Testing
Identifiers—Computer Based Test Development, Computer Managed Instruction, Domain Referenced Testing, *Totally Interactive Testing and Analysis System
The TITA (Totally Interactive Testing and Analysis) System algorithm for the repetitive construction of domain-referenced tests utilizes a compact data bank, is highly portable, is useful in any discipline, requires modest computer hardware, and does not present a security problem. Clusters of related keyphrases, statement phrases, and distractors form minipools from which the computer generates items for a domain-referenced unit of instruction. Test items can take the form of multiple-choice, true-false, matching, and fill-in questions. A random number generator produces data for test items requiring numerical solutions, and the correct answer is computed from a coded formula so computational subroutines are not required for each test item. This component of computer managed instruction allows the instructor to key related items in the data minipool to learning resources and to code the resources themselves for inclusion in the data bank. Use of this system for elementary, secondary, or undergraduate courses can facilitate instructional management and result in positive effects on student morale. (CH)

ED 111 359 IR 002 407
Stemple, Norman
Laboratory Automation for Physical Scientists.
Pub Date Jun 75
Note—9p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (6th, Fort Worth, Texas, June 16-18, 1975); For related document see IR 002 399
Available from—Entire Proceedings; Ted Sjoerdsma, Treasurer, CCUC, 1248 Lindquist Center for Measurement, Iowa City, Iowa 52242 ($10.00, Checks payable to the University of Iowa)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Chemistry Instruction, *College Curriculum, *Computer Based Laboratories, Computer Programs, Computers, *Course Descriptions, Data Analysis, Graduate Students, Higher Education, *Laboratory Equipment, Physical Sciences, Programing Languages
Identifiers—BASIC, Digital Analog Logic Modules, Minicomputers, Texas Christian University
A university level course which uses minicomputers in laboratory data acquisition and experimental control is described. The majority of the students are chemistry seniors and graduate students; prerequisites are general physics and one semester of computer science or programing experience. The goals of the course, which is divided into 3 5-week parts, are to develop a systematic technique for data acquisition and control of an analytical instrument using a digital computer. The first part of the course deals with the electronics involved in interfacing; the second part concentrates on programing the computer to do an analysis of the data and the assembler language subroutines; the third part is devoted to individual student projects. The majority of the programing is done in BASIC which was chosen for its ease in learning, its immediate debugging capabilities and its comparability with previous teaching experience. A list of projects performed by students at Texas Christian University during the past two years is included, as is a course schedule. (Author/KKC)

ED 111 360 IR 002 411
American Issues Forum; Film List.
Educational Film Library Association, Inc., New York, N.Y.
Pub Date 75
Note—35p.
Available from—Educational Film Library Association, Inc., 17 West 60th Street, New York, N.Y. 10023
Document Not Available from EDRS
Descriptors—Annotated Bibliographies, *Audiovisual Aids, *Catalogs, Documentaries, Educational Research, Educational Resources, Educational Television, *Film Libraries, *Films, Film Study, Instructional Films, Instructional Media, Mass Media, Television Research
Identifiers—*American Issues Forum, National Endowment for the Humanities
As part of the American Issues Forum, a bicentennial program developed around nine monthly issues, divided into 36 weekly subtopics; a list of supporting films is provided by the Educational Film Library Association. Arranged by issue topic and weekly subtopic, each entry includes title, length, color, producer, distributor, and a brief annotated summary. Issue topics are: A Nation of Nations; The Land of Plenty; "Certain Inalienable Rights;" "A More Perfect Union;" Working in America; The Business of America; America in the World; Growing Up in America; and Life, Liberty and the Pursuit of Happiness. A list of distributors is included. Films are also indexed by title. (SK)

ED 111 361 IR 002 415
Computing and the Decision Makers; Where Does Computing Fit in Institutional Priorities? Proceedings of the EDUCOM Spring Conference, April 17-18, 1974.
Interuniversity Communications Council (EDUCOM), Princeton, N. J.
Pub Date 74
Note—375p.
Available from—EDUCOM, P.O. Box 364, Princeton, New Jersey 08540 ($6.00 EDUCOM Members; $9.00 Others)
EDRS Price MF-$0.76 HC-$18.40 Plus Postage
Descriptors—Computer Assisted Instruction, *Computers, Conference Reports, *Decision Making, Educational Development, *Governing Boards, Higher Education, *Institutional Administration, Management Information Systems, State Departments of Education, *Statewide Planning, *Time Sharing
Identifiers—*EDUCOM
Proceedings of the EDUCOM 1974 Spring Conference are edited and collected under four topic headings related to questions of ever-tightening budgets and relationships between public institutions of higher education and state coordinating or governing boards. Aspects covered include the development of state-wide resources-sharing arrangements; the ways in which computing can be delivered; resource allocation within an institution; and computing for instruction. Addresses and papers are gathered into 21 subcategories of these four themes. Names and addresses of all conference participants are included in an appendix. (SK)

ED 111 362 52 IR 002 416
National Commission on Libraries and Information Science Mid-Atlantic States Regional Hearing, Philadelphia, Pennsylvania, May 21, 1975. Volume One. Scheduled Witnesses.
National Commission on Libraries and Information Science, Washington, D. C.
Pub Date 21 May 75
Note—214p.; For related documents see IR 002 417 and 18
EDRS Price MF-$0.76 HC-$10.78 Plus Postage
Descriptors—Community Information Services, Copyrights, *Federal Programs, Financial Support, Government Role, Information Dissemination, Information Needs, *Information Networks, Information Services, Interlibrary Loans, *Libraries, Library Cooperation, Library Education, Library Networks, Library Role, Library Services, Library Standards, Meetings, *National Programs, Outreach Programs, Program Planning, Public Libraries, Technology, University Libraries
Identifiers—Mid Atlantic States, *National Commission Libraries Information Science, NCLIS
This is the first of two volumes of written testimony presented to the National Commission on Libraries and Information Science (NCLIS) at its Mid-Atlantic States Regional Hearing held May 21, 1975 at Philadelphia, Pennsylvania. Statements are provided by public, academic, research, special, regional, state, and school librarians, as well as by information scientists, congressmen, educators, and officials of associations, library schools, commercial information services, and state and local governments. The majority of the testimony is in response to the second draft report of NCLIS and touches upon such subjects as the national program, networks, the need for funding, reaching the non-user, the role of the library, information and referral services, standards, bibliographic control, the role of government at all levels, education of librarians, information needs, new technology, services to children, library cooperation and shared resources, categorical aid programs, copyright and copying, the White House conference, and the role of Library of Congress. Witnesses represent the states of Pennsylvania, New Jersey, New York, Delaware, Maryland, and West Virginia, as well as the District of Columbia. (LS)

ED 111 363 52 IR 002 417
National Commission on Libraries and Information Science Mid-Atlantic States Regional Hearing, Philadelphia, Pennsylvania, May 21, 1975. Volume Two. Written Testimony.
National Commission on Libraries and Information Science, Washington, D. C.
Pub Date 21 May 75
Note—186p.; For related documents see IR 002 416 and 18
EDRS Price MF-$0.76 HC-$9.51 Plus Postage
Descriptors—Copyrights, *Federal Programs, Financial Support, Government Role, Information Dissemination, Information Needs, *Information Networks, Information Services, Interlibrary Loans, Law Libraries, *Libraries, Library Cooperation, Library Education, Library Networks, Library Role, Library Services, Library Standards, Meetings, *National Programs, Program Planning, Public Libraries, Publishing Industry, School Libraries, Technology, University Libraries
Identifiers—Mid Atlantic States, *National Commission Libraries Information Science, NCLIS
This is the second of two volumes of written testimony presented to the National Commission on Libraries and Information Science (NCLIS) at its Mid-Atlantic States Regional Hearing held May 21, 1975 at Philadelphia, Pennsylvania. Statements are provided by academic, public, state, and special librarians, as well as by spokespersons for associations, commercial information services, library schools, publishing houses, citizens' groups, and federal and state governments. The majority of the testimony is in response to the second and fourth draft reports of NCLIS, and covers such topics as networks, the objectives of the NCLIS program, resource sharing, library cooperation, law libraries, school media programs, automation and technology, copyright and copying, the role of government at all levels, standards, funding, library education and retraining, the role of the private sector, information quality and distribution, bibliographic control, the role of the library, user needs and education, regional bibliographic centers, and the White House conference. Witnesses represent the states of Illinois, California, Pennsylvania, Maryland, New York, New Jersey, and Delaware, as well as the District of Columbia. (LS)

ED 111 364 52 IR 002 418
National Commission on Libraries and Information Science Mid-Atlantic States Regional Hearing, Philadelphia, Pennsylvania, May 21, 1975. Volume Three, Transcribed Testimony.
National Commission on Libraries and Information Science, Washington, D. C.
Pub Date 21 May 75
Note—383p.; For related documents see IR 002 416 and 17
EDRS Price MF-$0.76 HC-$19.67 Plus Postage
Descriptors—Community Information Services, Copyrights, *Federal Programs, Financial Support, Information Centers, Information Needs, *Information Networks, *Information Services, *Libraries, Library Automation, Library Cooperation, Library Education, Library Networks, Library Services, Library Standards, Meetings, *National Programs, Program Planning, Publishing Industry, Speeches

Identifiers—Mid Atlantic States, *National Commission Libraries Information Science, NCLIS

The National Commission on Libraries and Information Science held its Mid-Atlantic States Regional Hearing at Philadelphia, Pennsylvania, on May 21, 1975. Oral testimony was given by college, university, public, state, school, county, and special librarians, as well as by publishers, educators, library association officials, interested citizens, and officials of state, federal, and local governments. In responding to the commission's draft reports, witnesses dealt with such topics as national information centers, cooperative programs, the proposed national network, existing networks, financial support for libraries, standards for library and information services, new technology, the relationship between the public and private sectors, the information needs of the American public, the library as a community information center, and the copyright versus copying problem. Witnesses represented the states of Delaware, Maryland, New Jersey, New York, and Pennsylvania, as well as the District of Columbia. (LS)

ED 111 365 IR 002 419

Wiper, Marguerite, Ed.

Automated Systems at the National Library: Past, Present and Future.

National Library of Canada, Ottawa (Ontario).

Pub Date Jun 75

Note—20p.

Journal Cit—National Library News, Canada; v7n2-3 Mar-Apr-May-Jun75 p3-21

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Bibliographies, *Cataloging, Data Bases, *Library Automation, Library Networks, Library Standards, *National Libraries, National Programs, *Union Catalogs

Identifiers—*Canada, Canadiana, Machine Readable Cataloging, MARC

In order to optimize the use of available bibliographic data in machine-readable form by Canadian Libraries, the National Library of Canada is developing new automated systems. Implementation priorities are related to the development of national and international standards, systems, and networks. One major project is the design of a system, using MARC (Machine-Readable Cataloging) formats, for cataloging and for compiling "Canadiana," the national bibliography. Development of Canadian MARC tapes is another major project. A third project will be the establishment and coordination of an automated Canadian union catalog system. (PF)

ED 111 366 IR 002 420

School Building Design and Audio-Visual Resources.

National Committee for Audio-Visual Aids in Education, London (England).

Pub Date [75]

Note—53p.

Available from—National Committee for Audio-Visual Aids in Education, Educational Foundation for Visual Aids, 33 Queen Anne Street, London W1M OAL, England

Document Not Available from EDRS

Descriptors—Acoustical Environment, Audiovisual Aids, Broadcast Reception Equipment, Building Design, *Classroom Design, Educational Specifications, Electrical Systems, *Electronic Classrooms, *Electronic Equipment, Elementary Secondary Education, *Facility Requirements, Independent Study, Instructional Materials Centers, Large Group Instruction, Lighting Design, *Multimedia Instruction, Physical Design Needs, School Design, Small Group Instruction

The design of new schools should facilitate the use of audiovisual resources by ensuring that the materials used in the construction of the buildings provide adequate sound insulation and acoustical and viewing conditions in all learning spaces. The facilities to be considered are: electrical services; electronic services; light control and ventilation; and sound insulation, acoustic properties and treatment of spaces. General learning areas will vary in design specifications according to the number of students they are to serve: individual learners, small groups of less than 12 students, large groups, and very large groups of more than 40. Additional requirements must be considered for special areas: music, art, drama, business and vocational classrooms; science and language laboratories; and the library and media production center. In the appendix of this booklet, diagrams and floorplans are used to chart reception and antenna patterns for various broadcast equipment. (Author/SL)

ED 111 367 IR 002 421

Rodwell, Susie, Comp.

A Survey of British Research in Audio-Visual Aids, Supplement No. 2, 1974. (Including Cumulative Index 1945-1974).

National Committee for Audio-Visual Aids in Education, London (England).

Pub Date 74

Note—47p.

Available from—National Committee for Audio-Visual Aids in Education, Educational Foundation for Visual Aids, 33 Queen Anne Street, London W1M OAL, England (70 pence English money)

Document Not Available from EDRS

Descriptors—*Audiovisual Aids, Computer Assisted Instruction, Educational Games, Educational Radio, *Educational Research, Films, Instructional Materials, *Instructional Media, *Media Research, Multimedia Instruction, Phonotape Recordings, Programed Instruction, Research Reviews (Publications), Slides

Identifiers—Great Britain

The second supplement to the new (1972) edition of the Survey of Research in Audiovisual Aids carried out in Great Britain covers the year 1974. Ten separate sections cover the areas of projected media, non-projected media, sound media, radio, moving pictures, television, teaching machines and programed learning, computer-assisted instruction, multi-media and combined media systems, and related research. The entries are alphabetically arranged, and purpose, procedures results and conclusions are given for each item. A cumulative index and sources of information on current research in specialized fields are included. (DS/LS)

ED 111 368 IR 002 422

The Program Year in Review 1973-74. A Perspective on Information Resources.

Harvard Univ., Cambridge, Mass. Program on Information Technologies and Public Policy.

Pub Date 75

Note—36p.; Best copy available

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Communication (Thought Transfer), Information Dissemination, Information Science, Information Services, *Information Sources, *Information Systems, *Information Utilization, *Media Research, Media Technology, Program Administration, Program Descriptions, *Research Design, Technical Reports, Technological Advancement, Use Studies

Research, teaching and communications activities of the Program on Information Technologies and Public Policy from September 1973 through September 1974 are reported and summarized. Background information on the program's structure, operating procedure, administration and finances also are provided. Research reports are subdivided by basic information on the information industries; individuals, institutions, and information technologies; jockeying for markets among information systems; regulation of information systems; and background information studies. Appendixes include a list of faculty seminars, program review procedures and guidelines, and an order form for program papers. (SK)

ED 111 369 IR 002 423

The Scope of the Program 1973-74. A Perspective on Information Resources.

Harvard Univ., Cambridge, Mass. Program on Information Technologies and Public Policy.

Pub Date 75

Note—14p.; Best copy available

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Annual Reports, *Industrial Technology, Information Centers, Information Needs, Information Networks, *Information Services, Information Sources, Information Systems, *Public Policy, Research Projects, *Telecommunication, Telephone Communications Industry

Identifiers—Harvard University, Information Industry, *Program on Information Technologies Public Policy

The growing need for an understanding of the information industries in the United States led to the Program on Information Technologies and Public Policy. The public has a vital interest in the rapid and fundamental changes occurring in how information systems perform, who controls information flow, and on what terms what information is made available to users to meet their needs for the knowledge and understanding required to participate fully in our society. The program's aim is to develop an understanding of information systems and information technologies and to use that understanding to illuminate public discussions of information policy and the information industries. The scope of the program includes services that private firms or government now perform; interaction among these services; and social and technological changes taking place and the basic questions they raise. Broad program strategies are also discussed. (SK)

ED 111 370 IR 002 424

Boles, Suzanne

A Conceptual Framework for Program Planning and Evaluation Within Public Libraries.

Pub Date Jul 75

Note—10p.; Paper presented at the American Library Association Annual Conference (94th, San Francisco, California, June 29 through July 5, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Conference Reports, *Evaluation Criteria, *Library Programs, Library Services, Objectives, *Performance Specifications, Program Planning, *Public Libraries

Identifiers—ALA 75

In public library program planning, emphasis should be placed on the linkage of measurement to evaluation. Three basic assumptions underlie program planning and evaluation: (1) a basic committment must be made to develop goals and objectives, (2) measurement must be taken in regard to specific criteria, (3) a final evaluation must be implemented. Performance or program targets provide a comparison between what is intended and what is achieved and the data obtained must be used to alert management to differences in staff philosophies and to determine if the service is effective. (Author/DS)

ED 111 371 IR 002 425

Ahlgren, Alice E.

Online Search Services in the Public Library: Project Dialib.

Applied Communication Research, Stanford, Calif.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Pub Date 3 Jul 75

Note—8p.; Paper presented at the American Library Association Annual Conference (94th, San Francisco, California, June 29 through July 5, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Computers, Costs, *Formative Evaluation, *Information Retrieval, Information Systems, Librarians, *Library Reference Services, *On Line Systems, Program Evaluation, Publicize, *Public Libraries, Use Studies

Identifiers—ALA 75, California (San Mateo County), California (Santa Clara County), DIALOG, *Project DIALIB

Lockheed has undertaken Project DIALIB to determine whether online retrieval services could be useful to the general public, and if the public library could serve as the linking agent for these services. As part of the study, DIALOG, Lockheed's online reference retrieval system, has been made available to the public through four public libraries in San Mateo and Santa Clara counties in California. The project was inaugurated in August, 1974. For the first year, both terminals and staff training were provided free to participating Libraries. Results of an evaluation of the first year of the project indicate that DIALIB users were for the most part highly educated and asked technical questions relating to their work or study. While the service is fairly expensive, it is reaching a segment of the population that does not normally use public library reference services. The public has shown a great deal of enthusiasm for DIALIB service. In the second year of the project, users will be billed; the effects of this factor on the use of the system will be studied. The Metro-Teachers College project--a similar effort in New York City is also being studied. (Author/SL)

ED 111 372 IR 002 426
Fisher, John L.
Building Codes and Regulations.
Pub Date Jul 75
Note—6p.; Paper presented at the American Library Association Annual Conference (94th, San Francisco, California, June 29 through July 5, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Architectural Elements, Building Design, *Fire Protection, Libraries, *Library Facilities, Safety, Speeches, Standards
Identifiers—ALA 75, Building Codes
The hazard of fire is of great concern to libraries due to combustible books and new plastics used in construction and interiors. Building codes and standards can offer architects and planners guidelines to follow but these standards should be closely monitored, updated, and researched for fire prevention. (DS)

ED 111 373 IR 002 427
Waggoner, Phyllis A.
The Methodology of Ascertaining the Information Needs of a Particular Business Organization: The Special Librarian.
Pub Date 3 Jul 75
Note—7p.; Paper presented at the American Library Association Annual Conference (94th, San Francisco, California, June 29 through July 5, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Data Collection, *Information Needs, Information Services, Librarians, Library Role, *Library Services, *Special Libraries, Speeches
Identifiers—ALA 75, Business Librarians
The prime function of a special library is the correlation of all aspects of patron needs, coupled with extensive knowledge of the parent organization. Business librarians should be alert to their role as facilitators, and routing sheets are an example of internally generated information distribution. Feedback from employees can also provide the organization with timely material. (Author/DS)

ED 111 374 IR 002 428
Walters, Clarence R.
[Librarians and the Legislative Process.]
Pub Date Jul 75
Note—10p.; Paper presented at the Annual Meeting of the American Library Association (94th, San Francisco, California, June 29-July 5, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Accountability, *Community Support, County Libraries, County Officials, *Financial Problems, Financial Support, Library Planning, Library Services, Local Government, Performance Specifications, *Public Libraries, Public Officials, Public Relations, Speeches, *Tax Allocation, Tax Support
Identifiers—ALA 75
Librarians' interest in and concern with the legislative process and with their relationship with elected officials is accelerating. The obvious reason for this is the deteriorating financial situation facing libraries of all types. It has become critically important for the future of libraries that librarians become knowledgeable in the contest for the diminishing tax dollar. Although most libraries have seldom been able to claim affluence, their financial situation over the past 10 or 15 years could be characterized as relatively stable and, in some sense, on the ascendance. The situation has now changed. Even library systems like that of Contra Costa County, California, which enjoy community and local government support, are now faced with potential budget reductions. Like other public agencies, the library must now concretely demonstrate the value of its public services. First, attention must be given to maintaining good relations with the community and with local government officials, while providing the best possible library service. It is also necessary to develop specific performance measures--hard data which will help to prove that the library deserves the tax dollars it receives. (Author/SL)

ED 111 375 IR 002 429
Port, Idelle
[Problems Inherent in Attempting Standardization of Libraries.]
California State Univ. and Colleges, Los Angeles. Office of the Chancellor.
Pub Date 3 Jul 75
Note—7p.; Paper presented at the Annual Meeting of the American Library Association (94th, San Francisco, California, June 29-July 5, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—College Libraries, Equipment Evaluation, Equipment Manufacturers, *Equipment Standards, Higher Education, Library Equipment, *Library Networks, *Library Standards, Microform Reader Printers, *Multicampus Districts, Speeches, *University Libraries
Identifiers—ALA 75, *California State University and Colleges
In setting standards for a large and geographically dispersed library system, one must reconcile the many varying practices that affect what is being measured or discussed. The California State University and Colleges (CSUC) consists of 19 very distinct campuses. The problems and solutions of one type of CSUC library are not likely to be those of all CSUC libraries. For example a 1974 survey of microform equipment on all the campuses showed widely different experiences with the same brand of equipment. If one looks at the interval from the time a standard is first suggested until it is approved, one finds that it usually goes through several revisions. For example, in 1969, representatives of the recording industry suggested that there be a uniform coding system for all products of the music industry; but today, in 1975, the standards have still not been totally accepted. The process of developing standards is necessarily one of compromise; so perhaps the most tangible way librarians can influence the evolution of standards is simply to meet to decide what their needs are, examine what solutions are available, and get whatever consensus is possible. (Author/SL)

ED 111 376 IR 002 430
Schoenung, James G.
The Ohio College Library Center: An Overview. Report No. 1.
Michigan Library Consortium, Detroit.
Pub Date Jan 74
Note—47p.; For related documents see IR 002 431 and 432
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Cataloging, College Libraries, Costs, Data Bases, Interlibrary Loans, *Library Automation, Library Cooperation, *Library Networks, Library Technical Processes, *On Line Systems, Program Descriptions, Regional Libraries, *Shared Services, Union Catalogs
Identifiers—OCLC, *Ohio College Library Center
The Ohio College Library Center (OCLC) is a nonprofit computerized library processing center operating out of Columbus, Ohio. Six years after its incorporation, OCLC is now mainly in the business of operating a shared cataloging system and producing catalog cards designed to meet the needs of each of its member libraries. OCLC also maintains a union catalog of its member libraries as a byproduct of this service. Its data base grows at the rate of about 1,000 records per day, both Library of Congress (LC) MARC records and the original cataloging done by member libraries. Catalogers in OCLC's member libraries, using their computer display terminals, can call up records in catalog card format by imputing LC number, author, or title. Records can be modified online to meet local needs. This report further describes OCLC in terms of the basic cataloging process, the system's advantages and disadvantages, and the costs to and responsibilities of participating libraries. Appendixes outline planned OCLC subsystems and LC's MARC and RECON projects. Sample OCLC printouts are included. (Author/SL)

ED 111 377 IR 002 431
The Financing of the Michigan Library Consortium. Paper No. 3.
Michigan Library Consortium, Detroit.
Pub Date 2 Apr 75
Note—14p.; For related documents see IR 002 430 and 432
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Budgets, *Consortia, *Costs, *Financial Support, Information Systems, *Library Expenditures, *Library Networks, On Line Systems, Statistical Data
Identifiers—*Michigan Library Consortium, MLC, OCLC, Ohio College Library Center
Since the formal organization of the Michigan Library Consortium, its financial support has come through membership fees and a grant from the Michigan State Library from Title III funds. The financing of the consortium is already a complex operation and will become even more complex as new programs are undertaken, since funds have been accepted for specific purposes which must be respected. Another method of financing the consortium is proposed here with the specific example of participation in the Ohio College Library Center (OCLC). OCLC in its financing arrangement has set up an organization to reduce overhead costs and to avoid cash flow problems. The former must be assumed by the consortium. The consortium should follow the wisdom of OCLC in the latter. (Author/SL)

ED 111 378 IR 002 432
Information Transfer with the Ohio College Library Center Program as a Model. Paper No. 4.
Michigan Library Consortium, Detroit.
Pub Date 1 May 75
Note—11p.; For related documents see IR 002 430 and 431
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Communication (Thought Transfer), Computers, *Consortia, Data Bases, Information Needs, Information Networks, Information Systems, Library Automation, Library Cooperation, *Library Networks, *Networks, *Organizational Communication, Planning, Program Development, Technology
Identifiers—*Michigan Library Consortium, OCLC, Ohio College Library Center
The Michigan Library Consortium (MLC) is studying the problems and possibilities of networking, with the Ohio College Library Center (OCLC) as a model and possible data base for the MLC. Standards on an international scale must be developed, and the need for constantly improving technology, particularly computers, must be recognized. Since the needs of individuals, institutions, and consortia may differ from one another, and from those of the makers of the data base, administrative and communication structures must be created to provide interface between the various network components. As the scope and range of networks increase, library and information network personnel will need to devote increasingly larger portions of their time to such communication. (LS)

ED 111 379 IR 002 433
Phelps, Thomas C.
Program Measurement and Evaluation; The Utilization of Data and Its Relationship to Program Planning and Implementation Within Library Operations.
Salt Lake City Public Library, Utah.
Pub Date May 75
Note—38p.; Paper presented at the Annual Meeting of the American Library Association (94th, San Francisco, California, June 29-July 5, 1975)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Adult Education, Data Analysis, *Data Collection, *Independent Study, Library Extension, *Library Programs, Library Services, Measurement Goals, *Program Evaluation, Public Libraries, Questionnaires, Statistical Data, Tables (Data), *Use Studies
Identifiers—ALA 75, Utah (Salt Lake City)
The data gathering forms and activities developed during the planning and implementation of an adult independent study and guidance program at the Salt Lake City Public Library are described. The need for a utilization of this data is outlined, and the study's goals and objectives are stated. Appendixes contain flow charts of the Salt Lake City Public Library operations model, examples of the interview form, a progress report form, user evaluation form, consultant's evaluation form, coding charts, and an example of the library's summary table for the four month pilot phase. A table summarizing user and nonuser characteristics is also given. (Author/DS)

ED 111 380 52 IR 002 434
A Report on Libraries; SWODA District.
South Western Oklahoma Development Authority, Burns Flat.
Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.; Oklahoma State Dept. of Libraries, Oklahoma City.
Pub Date May 75
Note—59p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Census Figures, Employment Patterns, Financial Support, Library Collections,

Library Expenditures, Library Facilities, *Library Networks, *Library Planning, Library Services, Library Standards, *Library Surveys, Population Distribution, *Population Trends, *Public Libraries, Regional Planning, Rural Areas, Statistical Data, Tables (Data)
Identifiers—Oklahoma, *South Western Oklahoma Development Authority, SWODA
This report takes a look at libraries, their facilities and services in the South Western Oklahoma Development Authority (SWODA) district. To provide additional planning data, the population of the SWODA area is analyzed in terms of age, ethnicity, employment, income, education and growth trends. The results of inventory of all existing libraries are presented, along with recommendations. Library statistics are tabulated according to the library systems which cover the SWODA area. Data on collections, services, revenues, and expenditures are presented for each library, and totalled for each library system. The library system statistics are compared to Oklahoma's minimum guidelines for full service libraries. (Author/SL)

ED 111 381 52 IR 002 435
Public Libraries in the NODA Area.
Northern Oklahoma Development Association, Enid.
Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.; Oklahoma State Dept. of Libraries, Oklahoma City.
Pub Date Jun 75
Note—111p.
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—Financial Support, Legislation, *Library Facilities, *Library Planning, *Library Services, Library Standards, *Library Surveys, Needs, Problems, Program Descriptions, *Public Libraries, Regional Planning, Rural Areas
Identifiers—NODA, *Northern Oklahoma Development Association, Oklahoma
To provide a planning tool for library improvement, the staff of the Northern Oklahoma Development Association (NODA) conducted a survey of the public libraries in its area. NODA gathered information from librarians and library boards on the development and status of their library, its problems and needs, and future plans and programs that might be used to meet these problems and needs. The NODA staff found that these libraries were attempting to upgrade and expand services to the public, but that they were hampered by financial constraints. Recommendations were made for increased financial and political support of libraries, increased resource sharing among libraries, continuing education for library staff, and the provision of adequate facilities. This report includes narrative descriptions of each library, arranged by county. Circulation and collection statistics, a list of library board members, and floorplans are included in most cases. Appendixes contain standards for library space and expenditures, plus Oklahoma library legislation. (SL)

ED 111 382 52 IR 002 436
Sand, Larry D. Gale, Charles
Eastern Oklahoma Development District Initial Library Plan.
Eastern Oklahoma Development District, Muskogee.
Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.; Oklahoma State Dept. of Libraries, Oklahoma City.
Pub Date Jun 75
Note—10p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Census Figures, Information Networks, *Interagency Cooperation, *Library Cooperation, *Library Planning, *Program Coordination, Program Planning, Regional Planning, Rural Areas, *Social Agencies
Identifiers—*Eastern Oklahoma Development District, EODD, Oklahoma
The Eastern Oklahoma Development District (EODD) is a multifaceted planning organization, broadly concerned with the overall welfare of the residents in seven Oklahoma counties. One of its goals is to assure adequate library services to all persons desiring to use them. To assure these services, a plan was initiated to coordinate the library planning of the state, the Department of Libraries and the district library with the social services planning of EODD. Functional activities were initially categorized as preliminary studies, reviews, and analyses to determine (1) which library planning efforts were relevant to those of EODD in providing for a range of social services; (2) the data needs and deficiencies of the district library with the object of sharing common socioeconomic data useful in planning; and (3) economical and effective ways in which EODD can assist the district library in extending services to unserved areas. The initial working period showed that cooperation was successful. Further coordination was strongly recommended, especially with regard to disadvantaged groups, elderly, youth, and poor. (Author/SL)

ED 111 383 52 IR 002 437
A Report on Libraries; ASCOG District.
Association of South Central Oklahoma Governments, Duncan.
Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.; Oklahoma State Dept. of Libraries, Oklahoma City.
Pub Date 19 Jun 75
Note—87p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Census Figures, Demography, Employment Patterns, Library Networks, *Library Planning, Library Services, Library Standards, *Library Surveys, Needs, *Public Libraries, Regional Cooperation, *Rural Areas, Statistical Data, Tables (Data)
Identifiers—ASCOG, *Association of South Central Oklahoma Governments, Multicounty Library Systems, Oklahoma
An indepth study was made of each of the 16 libraries in the Association of South Central Oklahoma Governments (ASCOG) region. As an essential aid to library planning, census data was analyzed to determine the social, economic, educational characteristics, and the geographic distribution of the population to be served. The library survey looked at each library's facilities and services and how each compared to the minimum standards established by the Oklahoma Department of Libraries in its goals for 1975. The needs and special service characteristics of each library were also detailed. The study concluded that the major problem of libraries in the ASCOG region was lack of space for books and services. Finances were also difficult. Multicounty library systems were recommended as the solution. Specific suggestions were made for the development of such systems in each ASCOG county. (Author/SL)

ED 111 384 52 IR 002 438
Dewald, Nancy
F.R.E.D.D. Free Resources for Educating the Developmentally Disabled.
Connecticut State Dept. of Health, Hartford. Office of Mental Retardation.
Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.; Connecticut State Library, Hartford. Div. of Library Development.
Pub Date Jun 75
Note—35p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Bookmobiles, Exceptional Child Services, Interagency Cooperation, Library Materials, *Library Services, *Mentally Handicapped, *Mental Retardation, *Outreach Programs, Program Descriptions, Publicize, Public Libraries, Regional Libraries
Identifiers—Connecticut (Waterbury), Library Services and Construction Act Title I, *Project FREDD
Project FREDD was initiated in 1974 as a cooperative effort by library and mental retardation agencies in the Waterbury, Connecticut area. The project utilized a bookmobile to route a special collection of books, media, and games to the mentally handicapped and information on mental retardation to their parents and teachers and to the community. Bookmobile stops were scheduled at special schools, sheltered workshops, and programs sponsored by area associations for the retarded in many local towns. Patrons were allowed to return borrowed materials to their local library. Publicity was provided by letters to the community, by media and magazine coverage, and by the mobility of the project van itself. From the experiences gained during the project period, several recommendations were made for the continuation of this program or one of similar intent, including types of material which proved to be most popular, the use of the Connecticar system for returning borrowed materials, the scheduling of stops, and the type and size of bookmobile to use. It was concluded that Project FREDD had positive effects in this specialized area of library service. (Author/SL)

ED 111 385 IR 002 439
Angelides, Cynthia Berg, Karen
Library Service in County Jails.
Maine State Library, Augusta.
Pub Date Aug 75
Note—23p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Institution Libraries, Library Administration, Library Expenditures, *Library Research, Library Services, Questionnaires, *State Libraries, *Statistical Data, Tables (Data)
Identifiers—Maine State Library, Prison Libraries
In order to investigate administrative, financial, and staffing patterns in county jails, the Maine State Library surveyed 45 state library agencies. The specific use of funds and the total number of responses are included in statistical tables. Results from individual states have been categorized, and the survey questionnaire is included. (DS)

ED 111 386 IR 002 440
Pearson, Charls
Goals for Long-Range Research in Information Science.
Pub Date 1 May 75
Note—16p.; Paper presented at the National Information Retrieval Colloquium (12th, Philadelphia, Pennsylvania, May 1-2, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Communication (Thought Transfer), *Information Science, *Information Theory, Models, Objectives, Research, *Semiotics
Identifiers—Georgia Institute of Technology, Peirce (Charles Sanders)
In order to discuss the research goals of information science (IS), both its logical and its specific nature must be determined. Peircean logical analysis shows that IS may be classified in three parts: pure science, applied science, and technology. The deficiency in the present state of the art is in the pure science, or theoretical portion, of IS which must be developed in order to fully and properly apply the existing technology. The specific nature of the science underlying information technology is semiotics, the science of signs and sign processes, their structure, and their applications to the communication process and information transfer. Long-range research goals should therefore be formed in order to (1) develop a theory of the structure of all categories of signs, sign systems, and sign processes; (2) investigate the measurable properties of all sign components; (3) explore the basic regularities existing between the measurable properties; (4) develop theories which explain these regularities; (5) investigate the relationship between various information processes and semiotic processes; and (6) develop lab instrumentation with which to carry out the critical experiments in the above areas. (Author/LS)

ED 111 387 IR 002 442
Daniel, Evelyn H. And Others
Guidelines for Learning Resources in Libraries of the California State University and Colleges System. Draft.
California State Univ. and Colleges, Los Angeles. Office of the Chancellor.
Pub Date 21 Jul 75
Note—24p.; For a related document see IR 002 443
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Audiovisual Aids, Facility Guidelines, *Guidelines, *Higher Education, *Instructional Materials Centers, Instructional Media, Library Collections, Library Cooperation, Library Facilities, Library Materials, Library Standards, *Media Selection, Media Technology, University Libraries
Identifiers—California State University and College System, Nonprint Media
Proposed guidelines for the selection and utilization of nonprint material to support the curriculum of the California State University System are outlined. These guidelines are or-

ganized into major functions and components of library organization and services. Six standards outlined are: (1) functions, (2) collections, (3) staff, (4) facilities, (5) cooperative activities, and (6) operations. A selected bibliography of media guidelines and standards is provided. (Author/DS)

ED 111 388 IR 002 443
Daniel, Evelyn H.
Learning Resources Survey of Non-Print Materials and Equipment for the Libraries of the California State University and Colleges.
California State Univ. and Colleges, Chico. Learning Resources Committee.
Pub Date Jun 75
Note—87p.; For a related document see IR 002 442
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Audiovisual Aids, *College Libraries, Financial Support, Instructional Materials Centers, Instructional Media, Librarians, Library Collections, Library Cooperation, Library Research, *Library Surveys, Media Research, Media Specialists, Organizational Effectiveness, Questionnaires, State Colleges, State Universities, Statistical Data, Tables (Data), *University Libraries
Identifiers—California, *California State University and Colleges, Nonprint Media
In order to investigate current campus utilization of media, a learning resources survey questionnaire was sent to all California State University and College (CSUC) library directors. Library media was identified as audio, projected material, video tapes, and multimedia such as kits, games, and simulations. The survey was divided into six parts; (1) nonprint material, (2) audiovisual equipment, (3) space and staff, (4) organizational relationships, (5) budgetary support for nonprint materials and equipment, (6) library cooperation involving nonprint material. Results indicated that nonprint holdings in the CSUC libraries are marginal and mostly uncataloged, that equipment was meager, and that there are stronger ties between the audiovisual department and the library than between the audiovisual department and instructional television or computer centers. (DS)

ED 111 389 95 IR 002 444
Allman, Katherine A.
A Reference Guide to Postsecondary Education Data Sources. A Directory to Data Sources Corresponding to Items in the NCHEMS "Statewide Measures Inventory."
Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 75
Note—709p.
Available from—WICHE Publications, P. O. Drawer P, Boulder, Colorado 80302 ($12.00)
EDRS Price MF-$1.23 HC-$36.18 Plus Postage
Descriptors—Data, *Data Bases, Data Collection, Directories, Educational Assessment, Guides, Higher Education, *Information Sources, Planning, *Post Secondary Education, Reference Books, *Reference Materials, State Programs, *Statewide Planning, Tables (Data)
Identifiers—*National Center Higher Education Management, NCHEMS, Statewide Measures Inventory
A number of publications, articles, and data bases that contain data related to the National Center for Higher Education Management Systems' (NCHEMS) Statewide Measures Inventory are identified and described. This document does not contain the actual data, but it does describe and reference various sources where the data can be found. In addition, it provides information about: (1) how the data are organized, (2) the kinds of information given (for example, data on personal income, number of high school graduates, enrollments in postsecondary education institutions), (3) the level of aggregation (for example, by region, state, postsecondary education institution), (4) the years for which the data are available, and (5) those measures in the Statewide Measures Inventory which correspond to the data referenced. (Author/DGC)

ED 111 390 IR 002 445
Summers, Edward G.
Development of the Information Knowledge Research Centre (I/KRC). Working Paper.
British Columbia Univ., Vancouver. Faculty of Education.
Pub Date Feb 74
Note—124p.
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—Educational Experiments, *Educational Research, *Experimental Programs, Graduate Study, Higher Education, *Information Centers, Information Dissemination, Information Services, *Information Systems, Inservice Programs, Preservice Education, Program Development, Research Tools, Universities
Identifiers—ERIC Tape Data Base, *Information Knowledge Research Centre
Activities to date are summarized in connection with a plan to establish an information research facility for the School of Education at the University of British Columbia. During an exploratory year, issues investigated included offering an experimental course in information systems in education; design and economic questions related to making searches of the ERIC Tape Data Base; the possibility of extending service beyond the university; and exploring the role of information in educational research and innovation and in preservice, inservice, and graduate training programs. Various alternatives for the project's future also are discussed. (SK)

ED 111 391 52 IR 002 446
Merrill, M. David Goodman, R. Irwin
Selecting Instructional Strategies and Media: A Place to Begin.
National Special Media Institutes.
Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.
Pub Date 15 Jan 72
Note—197p.
EDRS Price MF-$0.76 HC-$9.51 Plus Postage
Descriptors—Audiovisual Aids, Educational Development, Educational Technology, *Instructional Design, Instructional Materials, Instructional Media, Instructional Systems, Material Development, *Media Selection, Multimedia Instruction, Teaching Methods, *Workbooks
A five-step process of selecting instructional strategies and media is provided in workbook form. Nine instructional strategies--four in the cognitive domain, three in the psychomotor domain, and two in the affective domain--are included, with two sample media prescriptions for each. A special flow chart table of contents shows the route through the five steps, defined as (1) write an objective; (2) determine the domain; (3) select strategy; (4) write strategy prescription; and (5) select appropriate media. Illustrative examples are provided for each strategy. Appendixes include suggestions for the use of instructional media, and an instructional media resources inventory. (SK)

ED 111 392 IR 002 448
Lourea, Lee Olivier, Ed.
The CVRP at ALA, 1975.
San Francisco Public Library, Calif. Video Task Force.
Pub Date Aug 75
Note—24p.
Journal Cit—CVRP Patch Panel; n5 Jul/Aug 1975
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Library Programs, Media Technology, *Newsletters, Publicize, Public Libraries, Video Cassette Systems, *Video Equipment, Video Tape Recordings
Identifiers—California Video Resource Project
This California Video Resource Project (CVRP) newsletter reports the activities of the all day Video Carousel program and other video events at the 1975 American Library Association conference held in San Francisco. Excerpts of talks on selections, acquisition, and utilization of video hardware and software is included. Several video tapes are reviewed. (DS)

ED 111 393 95 IR 002 449
Alerting Service Bibliography on Libraries and Media. Number 3.
Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Aug 75
Contract—NIE-C-74-0027
Note—14p.
Available from—ERIC Clearinghouse on Information Resources, School of Education, SCRDT, Stanford University, Stanford, California 94305 (Self-addressed, stamped envelope, free while supply lasts)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Annotated Bibliographies, Audiovisual Aids, *Information Science, *Instructional Media, Libraries, *Library Science, Teaching Methods, Television
This annotated bibliography cites more than 80 recently issued items in the areas of library science, audiovisual aids, information science, computers, adult and children's literature, reference books, teaching methods, and television. Each citation gives ordering information as well as bibliographic reference. (DS)

ED 111 394 IR 002 450
Patel, Jasubhai J.
Evolving a Model Learning Resource Center for a Developing Country (Zambia).
Pub Date 72
Note—177p.; Ph.D. Dissertation, Wayne State University
EDRS Price MF-$0.76 HC-$9.51 Plus Postage
Descriptors—*Developing Nations, Educational Resources, Educational Specifications, Educational Technology, Educational Television, Facility Planning, Information Dissemination, *Instructional Materials Centers, Instructional Media, Media Research, Models, National Programs, Personnel Needs, Resource Centers, School Libraries
Identifiers—Zambia
For a developing nation such as Zambia, quality education, utilization of manpower, and proper training are priority problems. Therefore a study was conducted to establish and document the need for a well-planned, staffed and executed learning resource center to solve some of that country's learning problems. Basic facts about the country of Zambia were collected. A review of the literature and a survey of learning resources center organization and development in developed countries was conducted. Based on the identified needs of the country of Zambia, a basic philosophy gathered from the literature, and the experiences of developed countries, a detailed plan for a phased program to establish a learning resource center for Zambia was prepared. Recommendations included means of developing a philosophic base, purpose, organizational structure, plan, program, personnel, physical facilities, and time line of events. A bibliography is appended. (SK)

ED 111 395 IR 002 451
Hollowell, Mary Louise, Ed.
Cable Handbook, 1975-1976: A Guide to Cable and New Communications Technologies.
Pub Date 21 May 75
Note—312p.
Available from—Communications Press, Inc., 1346 Connecticut Avenue, N.W., #318A, Washington, D.C. 20036 ($6.95 plus $0.40 postage and handling)
Document Not Available from EDRS
Descriptors—*Cable Television, Churches, Federal Legislation, Futures (of Society), *Guides, Health Services, Information Dissemination, Libraries, Media Research, *Media Technology, Minority Groups, Museums, Public Policy, Public Schools, *State of the Art Reviews, *Telecommunication, Television
Identifiers—CATV, *Publi Cable, Public Access
Publi-Cable is a nonprofit consortium of individuals and civic groups which is dedicated to furthering the social, civic, educational, cultural, and community uses of cable television technology. To fulfill its information sharing function, Publi-Cable has collected a series of 16 papers into a handbook. The first section provides general background on cable and new technologies to serve as a setting for activities and decision making. The second section describes activities in a wide range of actual uses, including chapters on minorities, schools, health, churches, libraries, and museums, and papers on public access, profit and loss, and public affairs programing. Appendixes include a glossary, a selected bibliography, and the Publi-Cable policy statement. (SK)

ED 111 396 IR 002 452
Mayer, Richard E.
Instructional Variables in Meaningful Learning of Computer Programming.

Pub Date Apr 75
Note—4p.; Paper presented at Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Computer Programs, *Computer Science Education, Educational Research, *Learning Processes, Models, *Programing Languages, Research Projects, Teaching Techniques
Identifiers—Ausubel (David), Mathemagenic Activities, Rothkopt (E Z)
Some 120 undergraduate students participated in experiments to learn how novice computer programers learn to interact with the computer. Two instructional booklets were used: A "rule" booklet consisted of definitions and examples of seven modified FORTRAN statements and appropriate grammar rules; the "model" booklet was identical with the addition of a page describing computers in familiar terms. Two types of questions were used: generative and interpretive. Three experiments were conducted using various combinations of booklets and questions. Findings support the idea that a meaningful set of familiar experiences prior to instruction may result in a learning process of assimilating new material and organizing it in the context of that set. (JY)

ED 111 397 IR 002 453
FID Publications; An 80 Year Bibliography, 1895-1975.
International Federation for Documentation, The Hague (Netherlands).
Report No—FID-531
Pub Date Apr 75
Note—96p.
Available from—Federation International de Documentation (FID), 7 Hofweg, La Haye (Pays-Bas), The Netherlands ($8.70)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—*Bibliographies, *Documentation, *Information Science, *International Organizations, Library Science, *Publications
Identifiers—FID, *International Federation for Documentation
This bibliography lists the 535 titles published between 1895 and 1975 by the International Federation for Documentation (FID). Citations are arranged chronologically by their FID accession numbers. For convenience, headings marking 5-year periods have been added. A selected list of unnumbered FID publications has been included. There are subject and author indexes, and an index to publications prepared under the auspices of FID committees. The publications listed in this bibliography are in many languages. Both current and out of print materials are included. (Author/SL)

ED 111 398 IR 002 454
Schuyler, James A.
Hypertext + Tutor = Hypertutor.
Pub Date Aug 75
Note—17p.; Paper presented at the Association for the Development of Computer-Based Instructional Systems Summer Meeting (Portland, Maine, August 4, 5, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Computer Assisted Instruction, Computer Programs, *Cost Effectiveness, *Programing Languages, *Systems Concepts, *Teaching Methods
Identifiers—Hypertext, HYPERTUTOR, Northwestern University, PLATO IV, Program Sharing, TUTOR IV
The HYPERTUTOR incorporates the ideas of a "hypertext" and the TUTOR-IV programing language used on the PLATO-IV system. The HYPERTUTOR is a part of Northwestern University's MULTI-TUTOR system and runs on a non-PLATO, non-dedicated CDC 6400 computer. It allows the transfer of courseware from PLATO to non-PLATO systems. It has successfully been transferred to other CDC 6000-series and Cyber-70 computers. This paper outlines the rationale for the creation of such a system, and gives the background of MULTI-TUTOR, its systems structure, and its compatability problems with PLATO's Tutor. Current MULTI-TUTOR sites are listed along with an outline of the clearinghouses for lessons now being established at Northwestern. An analysis of current cost factors of the MULTI-TUTOR system is included. (Author)

ED 111 399 IR 002 455
Kuras, Christine
Volunteer Assistance in the Library.
Inglewood Public Library, Calif.
Pub Date 75
Note—37p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Annotated Bibliographies, Evaluation, Guides, Library Programs, *Manuals, *Public Libraries, *Volunteers, *Volunteer Training
Procedures for dealing with library volunteers developed by the staff of the Inglewood Public Library are presented. The need for volunteer programs is discussed, as well as volunteer recruitment, selection and orientation, training and supervision, evaluation, recognition, and some problem areas. Forms, schedules, publicity materials, and a short annotated bibliography are included. (LS)

ED 111 400 IR 002 456
Strable, Edward G., Ed.
Special Libraries: A Guide for Management; with Revisions through 1974.
Special Libraries Association, New York, N.Y.
Pub Date 75
Note—106p.
Available from—Special Libraries Association, Order Department, 235 Park Avenue South, New York, New York 10003 ($8.00)
Document Not Available from EDRS
Descriptors—Budgeting, Information Dissemination, Librarians, Library Acquisition, Library Collections, *Library Expenditures, Library Facilities, Library Guides, Library Role, *Library Services, Library Technical Processes, *Manuals, Questionnaires, *Special Libraries, Staff Utilization
A rationale for the special library is established, and selection, acquisition, and organization of materials are detailed in this manual. Chapters are devoted to dissemination of materials and information, role of the library within the organization, professional and nonprofessional staff, space and equipment, and budget planning. Ten statistical tables, an evaluation questionnaire, and suggested readings are included. (DS)

ED 111 401 IR 002 457
Campbell, Sheila D. Everett, Lorene M.
In-Home Early Childhood Project. Final Report.
Alberta Univ., Edmonton. Dept. of Elementary Education.
Spons Agency—Alberta Dept. of Education, Edmonton.
Pub Date Oct 74
Note—213p.
EDRS Price MF-$0.76 HC-$10.78 Plus Postage
Descriptors—Early Childhood, *Early Childhood Education, Early Experience, Educational Assessment, Educational Development, Educational Research, Family Environment, *Family School Relationship, *Home Visits, Instructional Materials, Material Development, Nurses, *Parent Education, Parent Participation, *Parent Teacher Cooperation, Program Descriptions, Program Evaluation, Teacher Education, Teaching Methods
Identifiers—Alberta
To help students in an early-childhood teacher-training program to work directly with parents and young children, an in-home project was established for four months with 19 families in one area of Edmonton, Alberta. In lieu of the regular kindergarten lab, each student was assigned to a family with one or more children of preprimary age. The student was asked to assess the family's behavior and needs and to devise techniques and materials to meet the needs. A trial kit of learning materials was prepared after the first two visits to the home, followed by a second permanent kit for circulation during the rest of the project. Students also planned a group session which brought together several children and parents. Procedures used in the project are described and outcomes and recommendations summarized, along with information on staffing and costs. Appendixes include evaluation forms, letters of introduction to parents, attendance and visiting schedules, and questions and responses for the parent questionnaire. Detailed lists of the materials used may be obtained separately. (SK)

ED 111 402 IR 002 458
Quimby, Harriet B. And Others
Building a Children's Literature Collection. A Suggested Basic Reference Collection for Academic Libraries. A Suggested Basic Collection of Children's Books.
Association of Coll. and Research Libraries, Chicago, Ill.
Pub Date 1 May 75
Note—34p.; Bibliographical Essay Series, No. 3
Available from—Choice, 100 Riverview Center, Middletown, Connecticut 06457 ($3.95)
Document Not Available from EDRS
Descriptors—Anthologies, Authors, Awards, *Bibliographies, *Childrens Books, *Childrens Literature, History, Reference Books, Story Telling, Writing
The first section of this two-part bibliography contains a bibliographic essay on building a basic reference collection about children's literature for academic libraries, followed by a list of the basic reference works. These cover such areas as history of children's literature, authors, illustrators, readings, awards and prizes, international children's literature, story telling, anthologies, selection aids, reviewing journals, and writing books for children. The second part contains a brief essay on children's literature, followed by a basic list of books for a children's collection, arranged by broad subject areas. Items on both lists consist of author, title, publisher, and date. There are author and title indexes. (LS)

ED 111 403 95 IR 002 459
Study of Education Satellite Communication Demonstration. Fourth Quarterly Progress Report. Report of Activities and Accomplishments, April 11, 1975 to July 10, 1975.
Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Report No—SURC-TR-75-605
Pub Date 10 Jul 75
Contract—NIE-C-74-0145
Note—161p.
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—*Communication Satellites, *Demonstration Projects, Educational Assessment, Educational Development, *Educational Experiments, *Educational Research, *Educational Technology, Media Research, Policy Formation, Telecommunication
Identifiers—*Appalachian Educational Satellite Project
A fourth quarterly report completes one year of the Educational Policy Research Center's (EPRC) analysis and assessment of the Education Satellite Communication demonstration. Activities and accomplishments during the period April 11, 1975-July 10, 1975 are listed and described. The report also includes cost data from the Appalachian Educational Satellite Project (AESP), preliminary results of the EPRC's Survey Panel instrument, and preliminary analytical and historical overview of the AESP. A calendar of future events in satellites, telecommunications, and education is included; a working paper on the context and operation of the AESP is appended. Reders are cautioned that Survey Panel instruments are preliminary, and not yet interpreted or analyzed, and that issues raised in the working paper are open and judgments tentative. (SK)

ED 111 404 95 IR 002 460
Johnson, Richard S.
Introduction to the Student Flow Model SFM-IA. Technical Report No. 41A. Preliminary Edition.
Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Report No—NCHEMS-TR-41A
Pub Date May 74
Note—131p.; For related documents, see IR 002 461 and 462
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—College Majors, *Computer Programs, *Enrollment Projections, *Higher Education, Management Information Systems, *Models, Post Secondary Education, *Statistical Analysis, Student Enrollment, Units of Study (Subject Fields)
Identifiers—*National Center Higher Education Management, NCHEMS, SFM IA, Stochastic Processes, Student Flow Model

The National Center for Higher Education Management Systems (NCHEMS) Student Flow Model (SFM) IA is a tool for analyzing the historical movement of students between the various fields of study and student levels in an institution and for estimating the future enrollments in each student program (or field of study) and student level combination in the institution. Modular in concept, the system can be implemented in phases to permit an institution to begin using its results immediately and to incorporate additional levels of analysis as needed and as the required input data become available. SFM-IA can be used alone in an independent analysis of student progression through the institution. Schools also using the NCHEMS Resource Requirements Prediction Model (RRPM) 1.6 will find SFM-IA useful in projecting future enrollments for RRPM cost projection purposes. Included in this document is a description of the SFM-IA computer programs together with the procedures for gathering and organizing the data necessary to use the various modules. (Author/DGC)

ED 111 405 95 IR 002 461
Busby, John C. Johnson, Richard S.
Student Flow Model SFM-IA: System Documentation. Technical Report 41B. Preliminary Edition.
Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—NCHEMS-TR-41B
Pub Date May 74
Note—165p.; For related documents, see IR 002 460 and 462
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—College Majors, *Computer Programs, *Enrollment Projections, *Higher Education, Management Information Systems, Models, Post Secondary Education, *Reference Materials, *Specifications, Statistical Analysis, Student Enrollment
Identifiers—Computer Software Documentation, *National Center Higher Education Management, NCHEMS, SFM IA, Student Flow Model, Technical Reference Documents
Technical specifications, operating procedures, and reference information for the National Center for Higher Education Management Systems' (NCHEMS) Student Flow Model (SFM) computer programs are presented. Included are narrative descriptions of the system and its modules, specific program documentation for each of the modules, system flowcharts, sample data input forms, and record/file format descriptions. This document should be read in conjunction with the Student Flow Model SFM-IA: Introduction (IR 002 460). (DGC)

ED 111 406 95 IR 002 462
Student Flow Model SFM-IA Reports. Technical Report 42. Preliminary Draft.
Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—NCHEMS-TR-42
Pub Date Jun 74
Note—128p.; For related documents see IR 002 460 and 461; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—College Majors, *Computer Programs, *Enrollment Projections, Enrollment Trends, *Higher Education, *Management Information Systems, *Models, Post Secondary Education, Statistical Analysis, Student Enrollment, Units of Study (Subject Fields)
Identifiers—*National Center Higher Education Management, NCHEMS, Sample Reports, SFM IA, Student Flow Model
Examples of the reports generated by the National Center for Higher Education Management Systems (NCHEMS) Student Flow Model (SFM) IA are presented. The SFM-IA is a tool for analyzing the historical movement of students between the various fields of study and student levels in an institution and for estimating the future enrollments in each field of study and student level combination in the institution. The reports are based on the sample data provided with the distribution tapes sent to institutions that purchased SFM from the Center. This document should be read in conjunction with the Student Flow Model SFM-IA: Introduction (IR 002 460). (DGC)

ED 111 407 IR 002 499
Wiley, Mary Dale
Psychological Problems of Normal Aging: Implications for Public Library Service.
Pub Date May 75
Note—85p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Adult Education, Age, Bibliotherapy, Information Needs, Librarians, *Library Services, Masters Theses, *Older Adults, *Psychological Patterns, *Public Libraries, Retirement, *Senior Citizens
Few people are conditioned in the middle years to cope with the prospect of old age and retirement. If public libraries could act as the liaison in this transition, perhaps more people would be prepared to lead productive lives after age 65. Public libraries set aside sections for children and young adults but fail to do the same for the elderly. This age group has very little to occupy their time or mind after retirement, and many regress to the point of turning their energy inward, which can result in psychosomatic disorders, death wishes, or depression. This energy could be channeled into continued education, pursuit of a new interest, or interchange of knowledge. The public library could and would be the most logical coordinator of such a program. A bibliography is inserted at the end of each chapter with a glossary and list of available literature appended. (DS)

ED 111 408 IR 002 500
Gleaves, Edwin S. Veatch, James R., Jr.
Microformulation: A Selective Bibliography on Microforms, 1970-1975.
George Peabody Coll. for Teachers, Nashville, Tenn. School of Library Science.
Pub Date 75
Note—54p.; Not available in hard copy due to poor reproducibility of original document
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—*Bibliographies, Cataloging, *Computer Output Microfilm, Government Publications, Information Retrieval, Library Collections, Library Science, Library Services, Library Standards, *Microforms, Microreproduction
Specifically designed to support a library science course on micrographics, this extensive bibliography presents information on computer output microfilm (COM) and the technical aspects of microreproduction technology. Standards, hardware, copyright laws, government documents, and utilization are explored. Items selected are for the most part in English and are easily available in the United States. (Author/DS)

ED 111 409 IR 002 501
O'Connor, Daniel O.
Access to Monographic Resources: An Analysis of a Cooperative Interlibrary Loan Regional Network.
Central New York Library Resources Council, Syracuse.
Pub Date 74
Note—282p.
EDRS Price MF-$0.76 HC-$14.59 Plus Postage
Descriptors—Costs, Interinstitutional Cooperation, *Interlibrary Loans, Library Cooperation, *Library Networks, *Library Surveys, Models, Program Evaluation, Regional Libraries, Search Strategies, Statistical Data, Tables (Data)
Identifiers—Monographs, New York
An interlibrary loan survey was conducted to identify patterns and characteristics of monograph requests in a four county cooperative region. Almost two-thirds of the requests referred outside the region could have been filled within it. Most could have been supplied by more than one regional library. Monograph characteristics that were analyzed included publisher, imprint date, langauge, subject, and costs. Library characteristics that were analyzed included library originating requests, libraries able to supply monograph, library subject profile, and library publisher profile. The result of these analyses is the development of a search strategy model to improve utilization of regional resources. In addition, recommendations are offered concerning the need for a union catalog, interlibrary telephone service, and a numerical register of locations by Library of Congress card order number. Other alternatives to a union catalog are also included. (Author)

ED 111 410 52 IR 002 502
Eyster, George W.
The Coordination of Library and Basic Education Services for Disadvantaged Adults: A Demonstration of Four Alternative Working Models. Volume 1. Final Report.
Morehead State Univ., Ky. Appalachian Adult Education Center.
Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
Bureau No—BR-2-0810
Pub Date Feb 75
Grant—OEG-0-72-2523
Note—97p.; For a related document see IR 002 503
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Adult Basic Education, Adult Education Programs, Annual Reports, Community Information Services, Demonstration Projects, *Disadvantaged Groups, Interagency Coordination, *Interinstitutional Cooperation, Library Extension, Library Materials, *Library Programs, Library Technical Processes, Outreach Programs, Policy, Program Descriptions, Program Evaluation, Publicize, *Public Libraries, Public Schools
Identifiers—Alabama, Appalachian Adult Education Center, Georgia, Kentucky, Multitype Library Networks, Ohio, South Carolina, Tennessee, West Virginia
Volume 1 presents a summary of the methodology, problems, and recommendations of seven projects demonstrating the coordination of public library with public schools services for disadvantaged adults. The summary covers personnel (clients, orientation of undereducated adults to library services, readers' profiles, library cards, and advisory boards); recruitment and promotion; library materials (assessment of collections, selection, acquisition, delivery, reader guidance, housing, resource centers, bookmarks, and fines); delivery (bookmobiles, mail, circulating collections, Adult Basic Education (ABE) classes and home instructors, and class visitations); in-house services (ABE classes in libraries, displays, and miniprograms), information and referral; policies (general, fines, funds, outreach services, and in-house service services); coordination (school libraries, newsletters and other publications, advisory committees, joint workshops, tours, organizational structure, funding, and obstructions to coordination); and spin-off (community awareness and planning, coordinated efforts, coping skills; materials, higher education, and continuation). Volume 1 concludes with a checklist of activities needed for coordinating and delivering usable library services to adult students. (Author/LS)

ED 111 411 52 IR 002 503
Eyster, George W.
Institute Series for Developing Public Library Services for Disadvantaged Adults. Annual Report, 1974. Volume 2.
Morehead State Univ., Ky. Appalachian Adult Education Center.
Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
Bureau No—BR-2-0810
Pub Date Feb 75
Grant—OEG-0-72-2523
Note—106p.; For a related document see IR 002 502
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—*Adult Basic Education, Adult Education, Annual Reports, Community Information Services, *Disadvantaged Groups, Information Dissemination, Innovation, *Institutes (Training Programs), Interinstitutional Cooperation, Library Education, Library Instruction, Library Programs, Library Services, Low Income Groups, Outreach Programs, *Professional Continuing Education, Program Descriptions, Program Evaluation, Program Planning, *Public Libraries
Identifiers—Alabama, Appalachia Adult Education Center, Kentucky, South Carolina, West Virginia
Volume 2 presents the background and methodology of four state institute projects (Alabama, Kentucky, South Carolina, West Virginia) designed to expand public library services to disadvantaged adults, and also provides a description of the national, state, and local dis-

semination activities of the seven library/Adult Basic Education demonstration projects. The dissemination activities include print, nonprint, and personal contact. Awareness, interest, and trial-level institute-dissemination series are described in detail: the preplanning activities, the conduct of the two-day community planning session, and the postplanning followup or implementation stage. The development and field-testing of the multimedia library orientation kit for disadvantaged adults is described, as well as duties of the trainers and evaluation and followup activities. The nontraditional training design is viewed as a model for change in public services. (Author/LS)

ED 111 412 52 IR 002 504
Rulander, Elizabeth
Expanding Library Services to the Elderly. Public Library Training Institutes Library Service Guide No. 22. Revised.
Morehead State Univ., Ky. Appalachian Adult Education Center.
Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
Pub Date Jun 75
Grant—OEG-0-73-5341
Note—34p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Costs, Guides, Information Needs, Information Sources, Library Facilities, Library Materials, Library Programs, *Library Services, Library Surveys, Older Adults, Outreach Programs, Publicize, *Public Libraries, *Senior Citizens
A guide for providing library services to the elderly begins with a rationale and a statement from the Adult Services Division of the American Library Association regarding services to the elderly. Then planning considerations are described, such as library board and staff, surveying needs and programs, and special problems of the elderly. Interests and kinds of materials are discussed, as are in-house, outreach, and institutional services. Following information on publicity and costs, 11 existing programs in public libraries are briefly described. There are lists of suggested readings and of sources of materials for seniors, as well as a sample survey for senior community residents. (LS)

ED 111 413 52 IR 002 505
Eyster, George W.
Recruiting Disadvantaged Adults. Public Library Training Institutes Library Service Guide No. 12.
Morehead State Univ., Ky. Appalachian Adult Education Center.
Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
Pub Date May 75
Grant—OEG-0-73-5341
Note—39p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Adults, Community Organizations, *Disadvantaged Groups, Guides, Handicapped, Institutionalized (Persons), Library Programs, *Library Services, Minority Groups, *Outreach Programs, Publicize, *Public Libraries
Disadvantaged adults who need the information a library can provide include those who are poor, in the minority, aging, institutionalized, or handicapped. Methods used to recruit these potential patrons may include the media, mailings, exhibits, posters and billboards, personal contact, classes, bookmobiles, speakers, and advisory committees. Some help in recruiting disadvantaged adults might come from government agencies, service organizations, educational agencies, professional groups, and health and penal institutions. A list of suggested readings is included. (LS)

ED 111 414 52 IR 002 506
Becker, Joseph Pulsifer, Josephine S.
Application of Computer Technology to Library Processes. Course 3, Teacher's Guide. Final Report, Phase 2, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers.
Catholic Univ. of America, Washington, D.C. Dept. of Library Science.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0731
Pub Date Sep 71
Grant—OEG-0-8-080731-4604(095)
Note—112p.; For related documents see ED 088 501, ED 107 204-206 and IR 002 507-510
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—Computer Oriented Programs, *Computer Science Education, Course Content, Course Descriptions, *Library Automation, *Library Education, Library Networks, Library Reference Services, Library Technical Processes, *Professional Continuing Education, Student Projects, Systems Analysis, *Teaching Guides, Technology
Identifiers—Library Administrators, Machine Readable Cataloging, *MARC
A teacher's guide for a course designed to provide library administrators with an understanding of the issues and techniques of library automation contains suggestions for conduct of the course and projects for student participation. The eight units of the course cover librarians and automation, computer technology, systems analysis and implementation, MARC programs, library clerical processes, reference services, related technologies, and library networks. Lists of references, films, and figures are included. (Author/LS)

ED 111 415 52 IR 002 507
Goodman, Charles H. Stone, Elizabeth W.
Human Resources in the Library System. Course 2, Leader's Handbook, Part 1: Designs for Learning. Final Report, Phase 2, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers.
Catholic Univ. of America, Washington, D.C. Dept. of Library Science.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0731
Pub Date Sep 71
Grant—OEG-0-8-080731-4604(095)
Note—291p.; For related documents see ED 088 501, ED 10 204-206, and IR 002 506-510
EDRS Price MF-$0.76 HC-$14.59 Plus Postage
Descriptors—Course Content, Course Descriptions, Course Objectives, Human Relations Programs, *Human Resources, Leaders Guides, Librarians, *Library Education, *Management Education, Morale, Motivation, Personnel Management, *Professional Continuing Education, Systems Approach
A leader's handbook is presented for a course designed for the continuing education of professional librarians at the level of middle or upper management who find that they need understanding about human resources in the library system beyond that acquired on the job or in previous library education. The course has four units: (1) Management: A Systems Perspective and Approach; (2) The Worker--Human Being/Personality: A Systems Perspective and Approach; (3) Work, Management, and the Worker: An Integration of the System; and (4) Developing the Library's Human Resources: Managerial Strategies. In addition there is an optional unit on morale. The design for each section of the course incorporates audiovisual media, specially selected readings, a bibliography, a work assignment, and a wide variety of structured experiences concerning library work-related problems in human relations. (Author/LS)

ED 111 416 52 IR 002 508
Goodman, Charles H. Stone, Elizabeth W.
Human Resources in the Library System. Course 2, Study Guide. Final Report, Phase 2, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers.
Catholic Univ. of America, Washington, D.C. Dept. of Library Science.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0731
Pub Date Sep 71
Grant—OEG-0-8-080731-4604(095)
Note—283p.; For related documents see ED 088 501, ED 107 204-206 and IR 002 506-510
EDRS Price MF-$0.76 HC-$14.59 Plus Postage
Descriptors—Annotated Bibliographies, Course Content, Course Descriptions, Course Objectives, Curriculum Guides, Human Relations Programs, *Human Resources, Librarians, *Library Education, *Management Education, Perception, Personnel Management, *Professional Continuing Education, Study Guides, Unions
A study guide is presented for a course designed for the continuing education of professional librarians at the level of middle or upper management who find that they need understanding about human resources in the library system beyond that acquired on the job or in previous library education. The course has four units: (1) Management: A Systems Perspective and Approach; (2) The Worker--Human Being/Personality: A Systems Perspective and Approach; (3) Work, Management, and the Worker: An Integration of the System; and (4) Developing the Library's Human Resources: Managerial Strategies. Each unit is divided into several sections, for which objectives and course outlines are given. There is an annotated bibliography at the end of each section. An optional fifth unit contains three enrichment modules concerning the history of management concepts, concepts of management revealed through three major social groups, the effects of unions on employees and managers, and evaluation of the influences of perception in the work situation. (LS)

ED 111 417 52 IR 002 509
Goodman, Charles H. Stone, Elizabeth W.
Human Resources in the Library System. Course 2, Leader's Handbook, Part 2: Aids (Volume 1). Final Report, Phase 2, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers.
Catholic Univ. of America, Washington, D.C. Dept. of Library Science.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0731
Pub Date Sep 71
Note—318p.; For related documents see ED 088 501, ED 107 204-206, and IR 002 506-510
EDRS Price MF-$0.76 HC-$15.86 Plus Postage
Descriptors—Assignments, Bibliographies, Case Studies, Evaluation, Human Relations Programs, *Human Resources, Instructional Aids, Instructional Materials, Instructional Media, Librarians, *Library Education, *Management Education, Personnel Management, *Professional Continuing Education, Transparencies
The aids to be used in a course designed for the continuing education of professional librarians on human resources in the library have been compiled in two volumes. The first of these contains forms, work assignments, handouts, and transparencies. Forms are for personal information, work assignments, evaluations, and critiques. Work assignments contain questions on participants' thought, role, or practice in library situations. Handouts consist of case studies, bibliographies, essays, exercises, tables, forms, questionnaires, and guides. Transparencies include graphs, charts, illustrations, and lists. Full-sized prints suitable for making transparencies are provided, along with notes on use and content. (LS)

ED 111 418 52 IR 002 510
Goodman, Charles H. Stone, Elizabeth W.
Human Resources in the Library System. Course 2, Leader's Handbook, Part 2: Aids (Volume 2). Final Report, Phase 2, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers.
Catholic Univ. of America, Washington, D.C. Dept. of Library Science.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0731
Pub Date Sep 71
Grant—OEG-0-8-080731-4604(095)
Note—245p.; For related documents see ED 088 501, ED 107 204-206, and IR 002 506-509
EDRS Price MF-$0.76 HC-$12.05 Plus Postage
Descriptors—Audiovisual Aids, Bibliographies, Films, Games, Human Relations Programs, *Human Resources, Instructional Aids, Librarians, *Library Education, *Management Education, Management Games, Personnel Management, Phonotape Recordings, *Professional Continuing Education
The aids to be used in a course designed for the continuing education of professional librarians on human resources in the library have been compiled in two volumes. The second of these contains films, cassettes, games, and readings. The film section has a list of films in the order that they are to be used in the course, as well as a directory of distributors and an alphabetical listing of the films with complete technical and ordering information. The section on cassettes is arranged the same way as the film section. Games are also listed in chronological course order, followed by an annotated list of games, two sample games, and a bibliography on management games. In addition to a chronological list of readings, there is an annotated list and an alphabetical list of authors. (LS)

ED 111 419 IR 002 511
Sessions, John A.
Professionalism and Unions.
Pub Date 3 Jul 75
Note—7p.; Paper presented at the Annual Meeting of the American Library Association (94th San Francisco, California, June 29-July 5, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Collective Bargaining, *Librarians, Libraries, Professional Personnel, *Unions
Identifiers—ALA 75, Professionalism
Unionism is not the antithesis of professionalism, but often the companion, or even supporter of professionalism, as in the cases of writers, actors, and musicians. Librarians, too, must earn a living and cope with inflation. Joining a union can not only improve librarians' economic status, but also increase their influence. Collective bargaining provides an orderly procedure for resolving conflict. Of all existing collective bargaining contracts in the United States, fewer than 5 percent involved strikes. (LS)

ED 111 420 IR 002 512
Heines, Jesse M.
Style and Communication in Interactive Programming.
Pub Date Aug 75
Note—19p.; Paper presented at the Association for the Development of Computer-Based Instructional Systems Summer Conference (Portland, Maine, August 4-7, 1975) Not available in hard copy due to marginal reproducibility of original document
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Communication (Thought Transfer), Computer Programs, *Computers, Guidelines, Human Engineering, *Interaction, *Man Machine Systems, *Media Research, Programing
Research on man-machine communication was examined to gain insight into techniques for improving interactive programs through the enhancement of communicative style. The human-computer interaction is compared to a conversation, and specific recommendations for improving this interaction are enumerated. The suggestions are general in nature and are arranged into a preliminary "Guide to Style in Interactive Programing." A simple interactive program that tries to incorporate some of the recommendations cited is included as an appendix. (SK)

ED 111 421 95 IR 002 514
Jahoda, Gerald And Others
Instruction in Negotiating the Reference Query.
Florida State Univ., Tallahassee. School of Library Science.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 25 Aug 75
Grant—OEG-0-74-7307
Note—17p.
Available from—School of Library Science, Florida State University, Tallahassee, Florida 32306 (Videotape only, $50.00)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Decision Making Skills, Higher Education, Information Science, Information Services, *Inquiry Training, Instructional Materials, Librarians, *Library Education, *Library Reference Services, Library Skills, Problem Solving, Professional Education, Research Methodology, Search Strategies, Unit Plan
Identifiers—*Query Negotiation
An instructional module designed to help librarians learn to identify and negotiate reference questions is presented and discussed. The instructional module consists of an essay on performance of negotiation as a decision-making step in the reference process, and exercises for identification of queries that should be negotiated. A videotape which illustrates both good and poor negotiation techniques was also developed. (Author/JY)

ED 111 422 IR 002 515
Tressel, G. W. And Others
The Use of Instructional Television in Georgia. Final Report to Georgia State Board of Education.
Battelle Memorial Inst., Columbus, Ohio. Center for Improved Education.
Pub Date 10 Feb 75
Note—40p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Cost Effectiveness, Delivery Systems, Educational Development, *Educational Technology, *Educational Television, Facility Planning, Instructional Materials, *Instructional Media, Learning Processes, Material Development, Regional Planning, *State Boards of Education, State of the Art Reviews
Identifiers—*Georgia
For the benefit of the Georgia State Board of Education, the day-to-day impact and actual problems of instructional television (ITV) as encountered in the state's classrooms has been explored and analyzed. Basic considerations were accomplishments to date and methods of improving the services. An overview of the ITV network is provided, and its utilization, cost effectiveness, and analysis described. Problems of inflexibility and curriculum integration of televised materials are discussed, and recommendations made for electronic shuttling, an exploratory school television system, and a regional planning system. Appendixes include a discussion of alternative media, a list of interview locations, and a review of research on learning from television. (SK)

ED 111 423 IR 002 519
International Standard Classification of Education. Abridged Edition.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Statistics on Education.
Report No—ED-BIE-CONFINTED-.35-Ref-8
Pub Date Jul 75
Note—151p.
Available from—United Nations Educational, Scientific and Cultural Organization, Office of Statistics, Division of Statistics on Education, Place de Fontenoy, Paris 7e, France
Document Not Available from EDRS
Descriptors—*Classification, Codification, *Education, Glossaries, Indexes (Locaters), *Instructional Program Divisions, International Programs, School Statistics, *Statistics, Taxonomy
Identifiers—*International Standard Classification of Education, ISCED
The International Standard Classification of Education (ISCED) has been designed as an instrument suitable for assembling, compiling, and presenting statistics of education both within individual countries and internationally. The classification is designed for assembling data on current educational phenomena such as enrollment, teaching staff and finances as well as for statistics on the number of educated people as obtained, for example, by a census of population. ISCED can be applied to data from a wide range of sources covering all aspects of educational phenomena. It is intended to cover education for all types of students and for all age groups. Categories in ISCED have been based on two principal educational criteria, the level and the subject-matter content of study. Levels are from 0 (from age 3) to 8 (postgraduate degrees) and 9 (not definable by level), with two-digit program subdivisions in each level. An additional two-digit code designates specific subject content, thereby creating a five-digit code. An alphabetical index gives complete five-digit codes for level-program content in all subject areas. (Author/LS)

ED 111 424 IR 002 520
Goals, Guidelines and Gauges for Public Library Service in Louisiana.
Louisiana Library Association, Baton Rouge.
Pub Date 75
Note—22p.
Available from—Executive Secretary, Louisiana Library Association, P.O. Box 131, Baton Rouge, Louisiana 70821
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Guidelines, Information Services, Library Administration, Library Associations, Library Facilities, Library Materials, Library Planning, Library Programs, *Library Role, Library Services, *Library Standards, Objectives, Personnel, *Public Libraries, Scheduling, Selection, *State Standards
Identifiers—Louisiana
A statement of goals, guidelines, and standards for public libraries in the state was developed by the Standards Study Committee, Public Library Section, of the Louisiana Library Association. The goals include the educational, informational, recreational, cultural, and service roles of the library. The guidelines are a detailed description of methods to be used in achieving the goals; they cover the library's place in the community, access to information, individual education needs, media selection policy in relation to population diversity, community oriented programs, funding, administration and personnel, library facilities, and public relations. The gauges consist of some basic standards for materials, personnel, facilities, and hours of service with which individual libraries may be compared. (LS)

ED 111 425 52 IR 002 521
Borko, Harold
A Study of the Needs for Research in Library and Information Science Education. Final Report.
California Univ., Los Angeles. Inst. of Library Research.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-0256
Pub Date 31 Oct 70
Note—334p.
EDRS Price MF-$0.76 HC-$17.13 Plus Postage
Descriptors—Curriculum, Educational Planning, Higher Education, *Information Science, Library Associations, *Library Education, Library Role, Library Schools, Library Surveys, Objectives, Personnel Needs, Professional Continuing Education, *Research Needs, State of the Art Reviews, Tables (Data)
Identifiers—Delphi Technique
A study of library and information science education research needs begins with a collection of readings which provide information on current research, along with needs in the areas of goals and curricula; library school administration, faculty, and students; the relationship among professional associations, library schools, and libraries; the library school and library staffing requirements; continuing education; the role of the library community; and the use of the Delphi technique in determining research priorities. Results of a survey (using the Delphi technique) to forecast research needs in library and information education, and to establish priorities, are tabulated. A list of major research needs includes the improvement and updating of the skills of professional librarians, and improvements in library school planning. Other needs are listed in decreasing order of importance. (LS)

ED 111 426 IR 002 522
Bell, Frederick H.
Computer-Related Laboratories: An Inter-Disciplinary Approach to Learning.
Pub Date Aug 75
Note—7p.; Paper presented at the Association for the Development of Computer-Based Instructional Systems Summer Conference (Portland, Maine, August 4-7, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Computer Assisted Instruction, *Computer Science Education, Curriculum Development, *Educational Innovation, Educational Technology, *Interdisciplinary Approach, Learning Theories, Models, Secondary Education, Simulation, Teaching Methods
Identifiers—*Soloworks, University of Pittsburgh
The computer-centered, interdisciplinary learning environment called Soloworks at the University of Pittsburgh is described and placed in the perspective of continuing curriclum change. The organization of the hardware into computer lab, dynamics lab, synthesis lab, modeling/simulation lab and logical design lab is explained. Teaching/learning innovations growing from the project are summarized; steps toward developing a secondary school curriculum are discussed. The project and related developments are said to make possible and practical a truly interdisciplinary and revolutionary approach to formal education. (SK)

ED 111 427 95 IR 002 525
Silverman, Robert J. Collins, Erik L.
The "Gatekeeper" Role in Educational Journal Publishing. Final Report.
Ohio State Univ., Columbus. Research Foundation.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—R-1
Bureau No—BR-3-1104
Pub Date May 75
Grant—NE-G-00-3-0050
Note—135p.
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—*Editing, Educational Research, Evaluation Criteria, Individual Characteristics,

Information Dissemination, Journalism, Periodicals, Policy, Publications, *Publishing Industry, Questionnaires, Research Projects, *Scholarly Journals, Standards, Surveys
Identifiers—Editors, Gatekeeper Role
To explore the demographic, professional and ideational dimensions of educational-journal editors and to investigate publishing processes in general, questionnaires were sent to a list of journal editors and in-depth interviews were held with eight editors, two each from research, scholarly, professional, and association publications. Journal-author relationships, criteria for manuscript selection, and anticipated futures of education were discussed and data was analyzed. Conclusions were drawn about systematic attention to editorial practices and editorial success within their environments. Suggestions were made for editorial workshops which might provide for better service and greater accountability to the field. (SK)

ED 111 428 IR 002 526
Cohen, Jerry L. *Fishbein, Martin*
Development and Research Utilizing the Plato IV System for Company Commander Behavioral Change Training. Final Report for Period 16 July 1973-20 August 1974.
Naval Training Equipment Center, Orlando, Fla.
Report No—NAVTRAEQUIPCEN-73-C-0129-1
Pub Date Aug 75
Note—113p.
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—Attitudes, *Behavioral Science Research, *Behavior Change, Changing Attitudes, *Computer Assisted Instruction, Computer Programs, Computer Science, Material Development, *Military Training, Officer Personnel, Questionnaires
Identifiers—Company Commanders, PLATO IV, Recruit Training Command
In order to identify appropriate behaviors of company commanders for behavioral change training, an extensive questionnaire was administered to company commanders and recruits. A profile of the average company commander resulted, giving demographic, attitudinal and behavior characteristics. An analysis was made of the relationship of attitudes and normative beliefs to the prediction of behavioral intentions. Company commander characteristics were linked to behavior factors; based on these factors a PLATO computer-assisted instruction program was designed to help all company commanders to reach the behavioral standards of effective commanders. (JY)

ED 111 429 IR 002 527
Tressel, George W. *Brown, Patricia L.*
A Critical Review of Research Related to the Economics of the Scientific and Technical Information Industry. Final Report; April 1974 through March 1975.
Battelle Memorial Inst., Columbus, Ohio. Center for Improved Education.
Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.
Pub Date 25 Mar 75
Note—64p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Data Collection, *Economic Research, Financial Needs, Financial Support, Information Dissemination, *Information Science, Literature Reviews, Research Needs, Standards, State of the Art Reviews
Identifiers—*Information Industry
A review of expert opinion and recent literature on the critical issues and open questions relating to the economics of the scientific and technical information industry shows that there is hardly an area that does not call for more and better research--yet the need is not nearly so much for quantity as for a more coherent and meaningful pattern. Development of such a pattern depends to a large extent upon a body of fundamental information about the field itself. This foundation is simply not available at present. A broad effort is needed to collect available data, together with development of standardized collection methodologies which can meet critical scrutiny as well as provide the necessary additional comparative and additive information. Increased research and policy study of the roles and processes of information diffusion into the private sector is also needed. (Author)

ED 111 430 95 IR 002 528
Lambert, Roger H. *Grady, Carl R.*
Wisconsin's ERIC On-Line Information Retrieval - Demonstration and Research. (Information Retrieval and Research Project). Final Report.
Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Report No—P-19-031-151-225
Pub Date 30 Jun 75
Note—77p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Computer Oriented Programs, Demonstration Projects, Educational Research, Futures (of Society), Information Dissemination, Information Needs, *Information Retrieval, Information Science, Information Sources, Information Storage, Information Systems, *Information Utilization, Library Services, *On Line Systems, *Program Evaluation, Research Reviews (Publications), Search Strategies, Technological Advancement
Identifiers—*Educational Resources Information Center, ERIC, Information Retrieval Demonstration and Research, WIRE, Wisconsin System Education, WISE ONE
In compiling the final report of Wisconsin's ERIC on-line Information Retrieval Demonstration and Research Project, an extensive review of research on information science, user needs and perceptions, and information use and saturation was seen as a vital first step. Such knowledge might help explain the successes and failures of the Project, which placed display terminals linked to the ERIC data base in four districts and provided training in use of the systems for district personnel. Numerous successful searches were conducted for users, though breakdowns in the new computer program caused some dissatisfaction. Improved service could result from acceptance of the linker/gatekeeper model in information dissemination. Standard data such as costs, description of services, user documentation, forms, and reports have been collected in appendixes. (LS)

ED 111 431 IR 002 530
Marshall, Ruben
The Concept of Death in Children's Literature.
Pub Date 12 Apr 75
Note—26p.; Paper Presented at the Annual Meeting of the Illinois Association of School Librarians (Springfield, Illinois, April 10-12, 1975)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Annotated Bibliographies, *Childrens Books, *Death, Elementary Education, Films, Filmstrips, Library Collections, Literary Analysis, Phonograph Records, Phonotape Recordings, Secondary Education, Video Tape Recordings
A bibliography on the concept of death in children's literature in the last 15 years provides evaluative annotations for one film and 65 print items (both fiction and nonfiction) in four categories: adult, grades K-3, grades 4-6, and grades 7 and up. Additional items, which are not annotated, are listed in a comprehensive bibliography which includes books for adults, children's books, stories in collections, films, filmstrips, videotapes, cassette tapes, and records. (SL)

ED 111 432 IR 002 535
Canavan, Kelvin B.
Mass Media Education: Curriculum Guidelines for Secondary Schools, Years 7-12.
Catholic Education Office, Sydney (Australia).
Pub Date May 75
Note—53p.
Available from—Catholic Education Office, P. O. Box 145, Broadway, N. S. W. 2007, Australia ($1.50)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Curriculum Guides, Experimental Curriculum, Films, *Mass Media, News Media, Parochial Schools, Radio, *Secondary Education, Secondary School Students, Television
Identifiers—*Australia
The impact that mass media has had on secondary school children is stressed in this curriculum guide. Contents include a rationale for media education, major assumptions, aims, objectives, suggested learning experiences, and evaluation of mass media. A 94-item bibliography plus a list of primary and secondary student texts are included. (DS)

ED 111 433 IR 002 536
Canavan, Kelvin B.
Mass Media Education; Curriculum Guidelines for Primary Schools, Years 1-6.
Catholic Education Office, Sydney (Australia).
Pub Date May 75
Note—52p.
Available from—Catholic Education Office, P. O. Box 145, Broadway, N. S. W. 2007, Australia ($1.50)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Curriculum Guides, Elementary Education, *Elementary School Curriculum, Elementary School Students, Experimental Curriculum, Films, *Mass Media, News Media, Parochial Schools, Radio, Television
Identifiers—*Australia
An analysis of media education in the primary schools is presented in this curriculum guide. The impact of mass media on Australian school children in the elementary school years is explored and the contents include: (1) major assumptions, (2) preamble to the course, (3) desired outcome of the course, (4) questions for class discussion for lower and upper primary grades, (5) guidelines for the evaluation of television, film, and radio. A 94-item bibliography plus a listing of primary and secondary students texts are included. (DS)

ED 111 434 IR 002 538
Kabelvision Kiruna; CATV-Experimental Application of a New Channel in a Neighbourhood Society.
Commission for Radio and Television in Education, Stockholm (Sweden).
Pub Date May 75
Note—43p.; Extract from the report A Programme for Sound and Pictures in Education
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Cable Television, Community Programs, *Community Services, Educational Television, Programing (Broadcast), *Public Television, *Television Research, Television Surveys, Television Viewing
Identifiers—CATV, *Sweden
The first non-commercial cable television (CATV) project in Sweden was conducted in Kiruna since it was the site of an established commercial CATV network. The Kiruna project goal was to emphasize locally produced programs. Objectives tested were production and planning forms, cooperation between groups, and utilization of a program bank. Evaluation of the first trial period indicated that 90 percent of the people interviewed wanted the experiment to continue. The trial period was too brief to provide satisfactory assessment, so funds were allocated for continuation. Evaluation again indicated success, especially in programing. The Committee for Television and Radio in Education (TRU) determined that CATV as used in Kiruna should be regarded as an independent medium which is not to be isolated from other media and methods. Statistical tables show the viewer age, level of education, percentage of viewer opinion, and comparative figures. (Author/DS)

ED 111 435 IR 002 539
A Programme for Sound and Pictures in Education.
Commission for Radio and Television in Education, Stockholm (Sweden).
Pub Date May 75
Note—51p.; Summary of the Main Report
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Adult Education, *Audiovisual Instruction, Broadcast Industry, Curriculum Development, Developed Nations, Educational Development, *Educational Planning, *Educational Radio, *Educational Technology, *Educational Television, Higher Education, Instructional Materials Centers, Instructional Media, Media Technology, Preschool Education, Programing, Technological Advancement
Identifiers—*Sweden
For the benefit of overseas readers, a summary is provided of the main report of Sweden's Commission on the Continued Use of Radio and Television in Education on the utilization of sound and pictures in education. A special chapter explains the Swedish school system and the organization of the Swedish Broadcasting

Corporation. Previous reports of the committee are described, and current activities in preschool, elementary and secondary school, higher education and adult education are summarized, along with an analysis of present needs and wishes. Future activities in all four areas are suggested, and a detailed proposal is given for a new organization charged with the planning of educational programs. (SK)

ED 111 436 IR 002 543
Champagne, David W. Goldman, Richard M.
Handbook for Managing Individualized Learning in the Classroom.
Educational Technology Publications, Englewood Cliffs, N.J.
Pub Date Sep 75
Note—200p.
Available from—Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 ($9.95)
Document Not Available from EDRS
Descriptors—Autoinstructional Aids, Classroom Environment, Educational Technology, *Individualized Instruction, Student Role, Teacher Role, *Teaching Methods, Textbooks
Designed basically to link theory to classroom practice this handbook attempts to point out that an individualized learning classroom is within the ability, energy, and reach of every classroom teacher. The three introductory chapters cover theories of individualized learning, objectives, and a method to evaluate the priorities for reorganizing learning in the classroom. Subject areas are divided into seven groups: (1) the teacher's role. (2) the student's role, (3) materials and curriculum, (4) recordkeeping, (5) timing, (6) physical room arrangement, and (7) implementation. These seven groups are further divided into 22 units with each unit containing specific objectives, introduction, and procedures. Charts, outlines, and sample forms are included in addition to a 73-item bibliography. (DS)

ED 111 437 IR 002 544
Nickerson, R. S. Feehrer, C. E.
Decision Making and Training: A Review of Theoretical and Empirical Studies of Decision Making and their Implications for the Training of Decision Makers.
Naval Training Equipment Center, Orlando, Fla.
Report No—NAVTRAEQUIPCEN-73-C-0128-1
Pub Date Aug 75
Note—227p.; Technical Report
EDRS Price MF-$0.76 HC-$12.05 Plus Postage
Descriptors—Cognitive Processes, *Decision Making Skills, Educational Games, *Leadership Training, Literature Reviews, Management Systems, Military Training, Problem Solving, Professional Education, *Skill Development, Training Objectives, *Transfer of Training
Theoretical and empirical studies of decision-making were reviewed to identify results applicable to training decision-makers. The review is organized in terms of the following component tasks: information gathering, data evaluation, problem structuring, hypothesis generation, hypothesis evaluation, preference specification, action selection, and decision evaluation. Implications of research findings for each task are described. It is concluded that decision-making is not sufficiently well understood to permit the design of an effective general-purpose training system, but that systems and programs could be developed for training in specific decision-making skills. (SK)

ED 111 438 95 IR 002 545
Friedrich, Lynette K. Stein, Aletha H.
A Naturalistic Study of the Effects of Prosocial Television and Environmental Variables on the Behavior of Young Children. Final Report.
Pennsylvania State Univ., University Park.
Spons Agency—Office of Child Development (DHEW), Washington, D.C.
Report No—OCD-CB-340
Pub Date Jul 75
Note—126p.
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—*Behavioral Science Research, *Behavior Change, *Classroom Environment, Comparative Analysis, Early Childhood Education, Economically Disadvantaged, Educational Research, Instructional Materials, *Preschool Children, Programing (Broadcast), Teachers, *Television, Television Viewing
Identifiers—Mister Rogers Neighborhood, Project Head Start, Prosocial Behavior
A study sought to determine (1) whether a television program designed to enhance personal, social, and emotional development can have positive effects on children's behavior and, (2) what elements in a child's environment produce the greatest positive effects. Two components of the environment were studied: (1) training of the adult care-givers to implement materials and, (2) concepts related to the programs and arrangements of the physical environment to increase the likelihood that the child will use material from the program in his everyday behavior. The television program called Mr. Rogers' Neighborhood was dubbed to 16mm film; the subjects were children enrolled in the Head Start program. Twenty films were shown in each classroom during the eight-week experimental period. Play materials relevant to prosocial television were designed to provide cues; books, games, and records devoid of prosocial context were chosen as irrelevant material. Prosocial television produced few behavioral differences from the neutral treatment, but the effects of prosocial television accompanied by relevant play materials varied with classroom structure. The study indicates the usefulness of prosocial television and related curriculum materials in day care and educational programs for young children of the economically disadvantaged. Fifteen statistical tables detail the material used and measurement figures. Suggested neutral materials, film content, and observation of behavior are appended. (Author/DS)

ED 111 439 IR 002 548
Hickok, Treacy A.
Computer Education for Deaf Youngsters: A Mutual Effort by the University of California and the California School for the Deaf in Berkeley.
California School for the Deaf, Berkeley.; California Univ., Berkeley.
Pub Date Aug 75
Note—45p.; Paper presented at the Association for the Development of Computer-Based Instructional Systems Summer Meeting (Portland, Maine, August 4-7, 1975)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Computer Assisted Instruction, Computer Programs, *Deaf Children, Educational Research, Elementary School Students, Elementary Secondary Education, Equipment Utilization, *Research Projects, Secondary School Students, Statistical Data, Student Attitudes, Tables (Data), Teacher Attitudes, Teachers, Teaching Techniques
Identifiers—California School for the Deaf, *Lawrence Hall of Science
The California School for the Deaf (CSD) conducted a study to familiarize students and faculty with available programs at Lawrence Hall of Science and to see if the instruction and teaching philosophy used to introduce the programs was adequate for students with impaired hearing. The pilot study was positive, so objectives were formed to adapt current computer programs. Objectives included: (1) improvement of teacher attitude and ability concerning the computer, (2) improvement of student attitude and ability through training, and (3) an evaluation of the results of the year's project. The program was determined a success since there was a significant increase in the use of the computer by students and faculty at CSD. Appendixes include a survey of student and teacher opinion, samples of lessons, graphs indicating usage, and teacher opinion surveys. (Author/DS)

ED 111 440 88 IR 002 552
Holland, James G. Solomon, Carol
Komputer-Konkokted Kurrickulum: A Review of CAI Spelling.
Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—PU-LRDC-1975-15
Pub Date 75
Note—36p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Behavioral Science Research, *Computer Assisted Instruction, Computer Programs, Instructional Design, Learning Processes, *Spelling Instruction, Teaching Methods, Tutorial Programs
Identifiers—Spelling Patterns, SPLPAT, Try Spellings, TRYSPL
Emphasis is placed on the experimental analysis of behavior in this spelling program of computer-assisted instruction (CAI). The spelling program is of special interest because it is based on a good behavioral analysis of the nature of the spelling task, and it offers a chance to review computer instrumentation. Results of the review indicates the dangers in failing to insure the occurrence of the behaviors described in the task analysis. Objectives of spelling instruction and program rationales, and rules for non-readers are appended. (Author/DS)

ED 111 441 88 IR 002 553
Laudato, Nicholas C. Roman, Richard A.
Computer-Assisted Instruction in Word Problems: Design and Assessment.
Report No—PU-LRDC-1975/12
Pub Date Apr 75
Note—38p.; Paper presented at the American Educational Research Association Annual Meeting (Washington, D. C., March 30-April 3, 1975)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Arithmetic, *Computer Assisted Instruction, Educational Research, Elementary Education, Information Processing, *Instructional Design, Mathematics Instruction, Models, Problem Solving
Identifiers—Word Problems
A computer-based curricular package was developed to teach elementary school students to solve arithmetic word problems and to teach problem solving skills applicable to situations not involving word problems. An information processing model for solving word problems was used to sequence the problems. Pilot test results with five students suggested that the sequence derived from the model was hierarchical, that students learned from the program, and that they enjoyed the experience. Statistical data includes test material, tryout data, and a list of 22 references. (Author)

ED 111 442 95 IR 002 599
AECT Abstracts of Research Papers Presented at the Association for Educational Communications and Technology Annual Conventions, 1970 through 1974.
Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.
Spons Agency—Association for Educational Communications and Technology, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date Oct 75
Contract—NIE-C-74-0027
Note—172p.; For a related document, see ED 104 373
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—*Abstracts, Communications, Conference Reports, *Educational Research, *Educational Technology, Information Sources, Literature Reviews, *Media Research, Research Reviews (Publications), Research Tools
Identifiers—*AECT, Association Educational Communications Technology
Abstracts of research papers presented at the annual conventions of the Association for Educational Communications and Technology during the years 1970-74 are collected with an introductory statement and listing for each year. The name of each presenter is given along with title and mailing address. Papers are collected in the order in which they were presented. Most of the papers are also available in their complete forms through ERIC. (SK).

JC

ED 111 443 JC 750 430
Garlock, Jerry C.
An Analysis of the Degrees Awarded by 97 Community Colleges in California.
El Camino Coll., Torrance, Calif.
Report No—OIR-75-20
Pub Date Sep 75
Note—9p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Associate Degrees, Comparative Analysis, *Enrollment, *Junior Colleges
Identifiers—*California
This report compares the number of associate degrees awarded for the school year 1973-74 to fall enrollments. Average enrollment in California community colleges was 8,772 (median=7,193);

the average number of degrees awarded was 687 (median=591). The number of students enrolled per graduate averaged 12.77 (median=12.17), while an average of 78.32 degrees were awarded for every 1,000 students enrolled. Overall, the degrees awarded equalled 7.8 percent of college enrollment; 57.6 percent of the degrees were awarded to males (4.5 percent of college enrollment), and 42.7 percent of the degrees were awarded to females (3.3 percent of college enrollment). Community colleges in California have a variety of emphases and objectives. Some colleges primarily prepare students for transfer to a four-year college or university, while others dedicate themselves to the vocational needs of students. These data must be interpreted with a recognition of the community college's obligation to fulfill the needs of the adults in the community. Five tables are appended. (Author/NHM)

ED 111 444 JC 750 462

Frazer, Gary W.

A Followup Report on the Attitudes and Preferences of Those Students Enrolled in the Televised Course, Child Psychology, at Waubonsee Community College, Sugar Grove, Illinois.

Waubonsee Community Coll., Sugar Grove, Ill.

Pub Date May 75

Note—44p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Cable Television, Child Psychology, *Closed Circuit Television, College Curriculum, *Course Evaluation, Educational Alternatives, Educational Television, Individualized Instruction, *Junior Colleges, *Participant Satisfaction, Questionnaires, Student Attitudes, Student Opinion, Tables (Data), Telecourses

Identifiers—*Waubonsee Community College

One manifestation of the concept of individualized instruction has been the rediscovery of television as a useful tool. In order to identify student attitudes toward a televised child psychology course and assess the quality and rigorousness of the course, a questionnaire was developed and administered to students who watched the course at home on cable television and to those who individually viewed the course at their own pace in the college Learning Resource Center. Students seemed to favor the flexibility of the televised programs in the library to the structured viewing approach over cable television. Over half of those who responded indicated that the amount of work required was about the same as that of other courses, but the degree of pressure was perceived as about the same or less. Almost 75 percent of those using only the library indicated that they learned the same of less than in other courses, while 65 percent of cable users indicated that they learned the same or more; this is perhaps due to a difference between the perception of the full-time student. Failure to complete the course seemed less attributable to course difficulty than to other, outside pressures on the student. Recommendations are made, and the questionnaire is appended, along with 16 tables of the findings. (NHM)

ED 111 445 JC 750 463

Young, Raymond J. And Others

A Suggested Plan for Developing Connecticut's Regional Community College System. Report to the State Board of Trustees for Regional Community Colleges.

Little (Arthur D.), Inc., Cambridge, Mass.

Spons Agency—Connecticut State Board of Trustees for Regional Community Colleges, Hartford.

Pub Date Apr 70

Note—121p.

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors—Campus Planning, Community Colleges, Educational Facilities, Enrollment Projections, Evaluation Criteria, Facility Planning, *Junior Colleges, *Master Plans, Post Secondary Education, *Regional Planning, *School Location, Site Analysis, Tables (Data), *Technical Institutes

Identifiers—*Connecticut

The nature of the economy in Connecticut--its changing occupational structure and trends of population growth--and the changing pattern of higher education enrollments, particularly increasing enrollments in technical colleges and in relatively new regional community colleges, indicate the need for increased post-high school educational opportunities. Based on an analysis of employment and enrollment trends and community college objectives, this report presents guidelines for the future development of the regional community college system. Six models for providing college facilities and criteria for establishing new community colleges are detailed. Recommendations for new, expanded, or merged facilities are based on application of the criteria to each community college district. On the basis of first-hand acquaintance of the study team with topography, existing and planned road systems, and other accessibility factors, two areas of location for permanent community college facilities are recommended, and two proposed sites for which legislation has already been enacted are discouraged. An amalgamation of technical colleges with regional community colleges is recommended. Statistical studies of the present community college network, three alternative enrollment projection estimates, and maps are included. (Author/NHM)

ED 111 446 JC 750 464

Oberlander, Fred D.

A Survey of Community Attitudes toward Occupational Education.

Compton Community Coll., Calif.

Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date 74

Note—33p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Career Education, Community Attitudes, High School Students, Junior Colleges, Junior College Students, *Minority Groups, Negro Attitudes, *Occupational Aspiration, *Occupational Choice, Occupational Guidance, Questionnaires, *Student Attitudes, Tables (Data), Vocational Counseling, *Vocational Education

Identifiers—*Minority Attitudes

In order to identify minority attitudes toward occupational education, a survey form was developed and administered to a stratified random sample of 85 high school students, 85 community college students, and 80 community residents in the college's primarily Black service area. In 17 tables, the authors note the composition of the group by sex, age, and ethnic group; expressed occupational goals; preferred methods for entering an occupation; persons influential in determining career choice; training methods and institutions respondents wished to avoid and reasons for avoidance. The authors attribute negative attitudes toward occupational education to the unrealistic job expectations of minority high school and community college students and blame these aspirations on ineffective career guidance in the high schools. Students need a minimal understanding of the requirements for educational programs and careers, and of the severity of the competition for the available positions. The authors recommended a once-a-week multi-hour session and year-long credit course for high school seniors to be given at the college. Considering the low influence of teachers and counselors, the course could be given by carefully chosen professional, business, government, and labor leaders; better community and industry relations along with future job placements might be valuable fringe benefits. (NHM)

ED 111 447 JC 750 465

Garlock, Jerry C.

An Analysis of Female Enrollment and Persistence in Five Selected Industry and Technology Courses.

El Camino Coll., Torrance, Calif.

Report No—OIR-75-19

Pub Date Aug 75

Note—6p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Courses, *Dropout Rate, *Enrollment Rate, *Females, *Junior Colleges, *Trade and Industrial Education

An investigation was made to determine the number of female students who completed or withdrew from five industry and technology courses predominantly enrolled by male students, over an 11 year period from 1964 to 1974. A total of 59 females had enrolled in Auto Mechanics, while 9, 8, and 5 females had enrolled in Welding, Construction Technology, and Air Conditioning and Refrigeration, respectively. No females had enrolled in Auto Body and Fender. The last three years of the study indicate a completion percent of 56, 52, and 50. The percent of those completing courses for all years studied was 53. The course having the highest percent of female enrollees completing the course was Welding, with a completion rate of 67 percent. This course was followed by Auto Mechanics (54 percent), Air Conditioning and Refrigeration (40 percent), and Construction Technology (38 percent). Three tables are appended. (NHM)

ED 111 448 JC 750 466

The Improvement of Occupational Education in Maryland: A Progress Report, July 1, 1974-June 30, 1975.

Maryland State Board for Community Colleges, Annapolis.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date 30 Jun 75

Note—89p.

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—Articulation (Program), Career Education, Career Planning, *Junior Colleges, Management Information Systems, Program Evaluation, *Research Projects, *State Boards of Education, Student Personnel Services, Vocational Development, *Vocational Education

Identifiers—*Maryland

In 1974, the State Board for Community Colleges outlined a series of five projects to be funded with Part B, federal funds for a period of five years. This report provides an overview of each project, outlines the problem, states project objectives, and summarizes preliminary results and future activities. Projects relate to occupational programs at the community college level and include: (1) improving articulation of programs; (2) developing a management information system; (3) implementing an evaluation system; (4) investigating the feasibility of a statewide system of career information for students; (5) improving the quality of orientation, advisement, counseling, career development and placement. Financial data are given and appended. They include: a proposal to study the feasibility of a vocational-technical center in Baltimore County; proceedings of a workshop to formulate a proposal for an integrated curriculum between the colleges and high schools in data processing education; Comprehensive Career Information Systems Committee meetings minutes; data file structures of two program and occupational codes crosswalks; a pilot sample printout of the Program Data Monitoring System; and pilot implementation of the Career Program Evaluation Model. (NHM)

ED 111 449 JC 750 467

Los Angeles City College Credit Manual. Revision, Spring 1975.

Los Angeles City Coll., Calif.

Pub Date 75

Note—61p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—Associate Degrees, *College Credits, Credit No Credit Grading, *Degree Requirements, Equivalency Tests, *Grades (Scholastic), *Junior Colleges, *Manuals, Veterans Education

This manual lists regulations and practices governing credit procedures at Los Angeles City College (California). Grading practices and record updating procedures are covered, including credit by examination, credit/no credit grading, credit on early military withdrawal, course repetition, course duplication, incompletes, and credit transfer. The manual prescribes methods of determining accreditation for military service, external examination, and coursework attempted at accredited and nonaccredited institutions. Current Los Angeles City College policy regarding probation, disqualification, and readmission is given, and graduation requirements are outlined, including regulations covering multiple degrees and graduation honors. Finally, certification procedures for completion of State University and College requirements in general education are given, including classification lists for courses in the college's curriculum. (NHM)

ED 111 450 95 JC 750 469

Heuchert, Arnie H., Ed. Postlewaite, Beverly W., Ed.

Articulation of Vocational Education. Proceedings of the Sun Mountain Conference (Winthrop, Washington, May 18-20, 1975).

Washington Research Coordinating Unit for Vocational Education, Olympia.; Washington

State Council of Local Administrators of Vocational Education and Practical Arts.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date 75
Note—57p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Articulation (Program), *Conference Reports, *Junior Colleges, Post Secondary Education, Regional Planning, Secondary Education, Statewide Planning, *Vocational Education
Identifiers—Oregon, Washington

Articulation is the relationship between educational programs which provides a smooth transition for a student moving, either horizontally or vertically, between programs. The major objectives of this conference were to: (1) identify problem areas and strategies for improving articulation among secondary and postsecondary vocational education programs; (2) discuss examples of successful articulation efforts; (3) make a personal commitment and recommendations for furthering articulation efforts in local, regional, and state vocational programs. Following major presentations and panel presentations, the participants were given the opportunity to discuss the points presented. During small group activities the participants were given a specific charge and asked to evaluate, discuss, and arrive at a group consensus. Abstracts of the major addresses, panel presentations, and small group consensuses are provided. Recommendations are divided into local, state, and WCLA roles and responsibilities toward articulation efforts. Appended are the text of Dr. John Lombardi's keynote address, letters to vocational directors and state administrators, a local "action" plan, and a list of conference participants. (NHM)

ED 111 451 JC 750 470
Data on Iowa's Area Schools (School Year 1973-74).
Iowa State Dept. of Public Instruction, Des Moines.
Pub Date 74
Note—385p.
EDRS Price MF-$0.76 HC-$19.67 Plus Postage
Descriptors—Adult Education, *College Curriculum, College Faculty, *Educational Facilities, *Educational Finance, *Enrollment, Followup Studies, Graduates, *Junior Colleges, Libraries, Terminal Students, Transfer Students, Vocational Education
Identifiers—*Iowa

This document presents a comprehensive statistical picture of public postsecondary two-year institutions in Iowa. The bulk of the document consists of extensive tables of data obtained from records of the Area Schools Division, Iowa State Department of Public Instruction, but brief narratives and charts are included as well. Many of the 16 area schools offer a college parallel program equivalent to the first two years of a baccalaureate degree program. Course offerings in college parallel programs are listed, as well as courses in adult and vocational education. Courses and students are classified according to their eligibility for State General Aid. Enrollment and graduation data are tabulated and variously classified. Professional staff for each area school are classified according to salary, age, experience, highest degree earned, position, and graduate academic major. Data on library resources and staff are included, and data on physical facilities are tabulated on the basis of financial and architectural criteria. Finally, information on financial resources, expenditures, and tuition and fee income of area schools are presented in accord with the area schools' uniform financial accounting system. Appended are two statewide followup studies: area school graduates of 1973-74 (by program area), and secondary school graduates of 1972-73 after one year (by geographic region). (NHM)

ED 111 452 JC 750 471
Hernandez, Edward, Jr.
An Examination of the Chicano Advisory Committee's Effect on the Establishment of College Policy [and] An Examination of the Committee's Implementation of a Chicano Recruitment Project.
Pub Date Aug 74
Note—50p.; Ed.D. Practicum, Nova University
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Advisory Committees, Affirmative Action, Community Involvement, *Junior Colleges, *Mexican Americans, Minority Group Teachers, *Policy Formation, Program Evaluation, *Recruitment, Student Participation, Teacher Participation

A questionnaire was developed and administered to 200 present and past Chicano Advisory Committee (CAC) members, including Chicano and non-Chicano faculty, college administrators, and Chicano students, staff, and community members. Information was gathered on the role the CAC plays in policy-making at Pasadena City College (California). Respondents generally felt that CAC is an important and positive contributor to the college's policy-making process, although improvements, especially in the areas of committee authority, speed, and visibility, need to be implemented. Another questionnaire was developed and administered to 400 Chicano students, faculty, administrators, members of the Chicano recruitment staff, and present and past members of the CAC, in order to measure the effectiveness and direction of the Chicano Recruitment Project. While viewing present recruiting efforts as effective and positive, respondents felt that a more intensive effort is needed, with increased funding and staff, and more varied recruiting methods. The author provides a model for a Chicano recruitment project, including steps needed to develop a more effective program. In addition, suggestions for the development of more effective CAC operating procedures are presented. A bibliography is included, and the questionnaire results are appended. (NHM)

ED 111 453 JC 750 472
Gloster, Emily D.
A Faculty Morale Study in a Community College.
Pub Date Apr 75
Note—52p.; Ed.D. Practicum, Nova University
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*College Faculty, *Job Satisfaction, *Junior Colleges, Organizational Climate, Teacher Attitudes, *Teacher Morale

A questionnaire was developed to measure faculty morale and was administered to all full-time faculty members (N=51) at a community college. The form developed consisted of three sections: (1) a list of 36 positive and 36 negative hypothetical experiences which the faculty member checked if he/she had experienced the incident described in the statement; (2) a morale scale and four questions to obtain a validity check on the morale level marked; and (3) 14 questions relating to personal information. The most frequent positive morale items marked dealt with academic freedom, faculty cooperation and friendliness, and student rapport. The most frequent negative item dealt with physical limitations of the classroom. Using a morale scale of one (extremely low) to seven (extremely high) the mean morale level was computed to be 5.77. Significant difference at the .01 level was revealed using morale scores and responses to the question related to accepting a similar position at another institution with the same salary; and at the .05 level using morale scores and responses given to the question regarding income from other endeavors. A review of the literature and the survey instrument are included. (Author/NHM)

ED 111 454 JC 750 473
Houston, Charles A. Ryg, Chris J.
An Evaluation of Instructional Radio Courses at Virginia Western Community College.
Virginia Western Community Coll., Roanoke. Office of Institutional Research.
Report No—OIR-31-75
Pub Date Jul 75
Note—36p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Educational Radio, *Instructional Technology, *Junior Colleges, Participant Satisfaction, *Student Attitudes, Student Characteristics

A questionnaire was developed and administered to 104 students who had enrolled in the college's five instructional radio courses; 51 percent responded. Selected personal and demographic characteristics of enrollees were identified, attitudes toward radio courses were determined, and certain technical aspects of the courses were discerned. Approximately 82 percent of the respondents enrolled in the courses to earn a certificate, diploma, or associate or higher degree. Approximately 54 percent of the respondents were employed in the fields of law enforcement. The respondents indicated extremely high ratings for the following aspects of the radio courses: academic instruction, instructor's delivery, grading procedures, length of lectures, availability of instructor, technical quality of programs, and radio reception. Seventy percent of the respondents said that the radio course was related to their proposed future employment or study. A significant number (24 percent) of the respondents supplemented the radio broadcast by utilizing the college's learning laboratory to listen to the programs. Results are tabulated and appended, and recommendations include: better coordination of nontraditional course offerings, and a more efficient method of selecting courses and instructors. (Author/NHM)

ED 111 455 95 JC 750 474
Morrison, James L. And Others
Compensatory Education in the Community College: An Interactionist Approach. Topical Paper No. 52.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 75
Note—60p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Affective Behavior, Cognitive Development, *Compensatory Education, Compensatory Education Programs, Educationally Disadvantaged, Interaction, *Junior Colleges, Learning Motivation, Low Achievers, Models, *Peer Relationship, Remedial Programs, *Small Group Instruction

The community college has become the institution of higher education which implements the American "open class" ideology, providing an opportunity for students to learn and advance themselves socially and occupationally. Evaluative research concerning compensatory education programs in the community college indicates that such programs have not been highly successful in welcoming and encouraging those who have a history of failure in traditional schools. Most such programs have dealt solely with erasing cognitive deficiencies, but an effective program must address the affective domain as well. By emphasizing the development of small, cohesive learning groups which have norms of communication and support, and which are open to the distribution of authority and the shared responsibility for learning, the interactionist approach addresses both cognitive and affective domains. A general theoretical rationale is presented for establishing an interactionist compensatory educational program, by reviewing current programs, and examining the relationship between various affective components and academic performance. Then, a model program is presented, including a step-by-step group development and skill-building design tested and refined in community colleges. A bibliography is appended. (NHM)

ED 111 456 JC 750 475
1985 Master Plan.
Metropolitan Community Colleges of Kansas City, Mo. Div. of Planning and Development.
Pub Date Jun 75
Note—391p.
EDRS Price MF-$0.76 HC-$19.67 Plus Postage
Descriptors—*College Planning, Curriculum Planning, Delivery Systems, Educational Needs, *Educational Objectives, Enrollment Projections, Facility Planning, Financial Needs, Governance, *Junior Colleges, *Master Plans, *Multicampus Districts, Resource Allocations, School Community Relationship, Staff Utilization
Identifiers—Missouri (Kansas City), Needs Assessment, Nontraditional Colleges

This master plan was drafted in order to provide guidelines for the continuous development of the Metropolitan Community Colleges over the next 10 years. In order to reach consensus, the various chapters were reviewed by college personnel, trustees, and consultants during the planning process, which culminated in a final two-day planning charrette for review and revision of the entire document by faculty, administrators, staff, and students. Section I of the plan presents a statement of district philosophy, mission, and goals. Subsequent sections include: (II)

Enrollment Planning Parameters (projections and methodologies); (III) Staffing Parameters (10-year goals for workloads and staff/student ratios for instructional, administrative, support, and classified staff); (IV) Needs Assessment Study (studies of educational needs of business and industry, current students, and the general public); (V) Educational Plan Part I, General Goals (curriculum, learning systems, new delivery systems, faculty development, student development); (VI) Educational Plan Part II, Curriculum (curriculum plan, educational services, planning processes, curriculum approval); (VII) Community Renewal College (proposal for a new community-oriented college without walls); (VIII) Facility Study; (IX) Fiscal Plan; (X) Management and Operations (district and college level responsibilities); (XI) Supplementary Studies (paraprofessionals, transportation study). (BB)

ED 111 457 JC 750 477
McCuskey, E. Scott Worley, William E.
Study of the Discipline-Based Education vs. Liberal Education in the Department of Social Sciences, S. P. J. C. [St. Petersburg Junior College, Florida].
Nova Univ., Fort Lauderdale, Fla.
Pub Date 14 Jun 74
Note—28p.; Ed.D. Practicum, Nova University
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Academic Education, College Curriculum, *Core Courses, *Elective Subjects, *General Education, *Junior Colleges, Personal Growth, Practicums, Social Sciences, Specialization, *Terminal Students, Transfer Students, Vocational Education
Identifiers—*Saint Petersburg Junior College

The heterogeneous nature of community college populations has resulted in an academic dichotomy within two-year institutions. Most institutions offer two types of programs: (1) discipline-based, university parallel programs, oriented toward transferring students to four-year institutions; (2) vocational/technical programs, oriented toward terminal degrees. Since two-year colleges are unique institutions with philosophy and goals to justify their separate existence, a more coherent educational approach is needed, identified as "liberal education." Liberal education seeks not only mastery of bodies of information, but coherence among them, enhancing personal development. The curriculum of a discipline-based social science department was studied by developing a "program-priority-value-matrix." Three factors were used: (1) program priority; (2) student demand priority; (3) cost per credit hour. The hypothesis that decision-making curriculum managers perpetuate the dichotomy between discipline-based and vocational/technical education was sustained; social science courses had little or no demand/priority in vocational programs. A policy of 40 percent specilization requirements, 40 percent general education requirements, and 20 percent electives is recommended, so that a student can break out of the rigid "tracking" system. (NHM)

ED 111 458 JC 750 478
Wallace, Terry H. Smith, Comp.
The Division/Department Chairperson in the Community College: An Annotated Bibliography.
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
Pub Date 75
Note—27p.; Prepared for the workshop "Division/Department Chairperson in the Community College" (Pennsylvania State University, June 30-July 3, 1975)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Administrative Personnel, Administrator Characteristics, Administrator Qualifications, Administrator Responsibility, *Administrator Role, *Annotated Bibliographies, *Department Directors (School), *Junior Colleges, Literature Reviews

With the intent of presenting significant items on the subject rather than an exhaustive listing, a thorough examination was made of entries on the role of the community college division/department chairperson catalogued over the last 11 years by Education Index, Resources in Education, Current Index to Journals in Education, and Dissertation Abstracts. Although the bibliography focuses on the role of the community college chairperson, a number of documents include references to selection and appointment procedures, the role of the chairperson in the secondary school or four-year college, and items developing out of, and indigeneous to, the two-year college. The major variables in the role of the chairperson are seen to be the chairperson himself, the scope of his responsibilities, the extent of his authority, his effectiveness, and the perceptions he, his faculty, and his supervisors have of his position. Major problems facing the chairperson are the ambiguity of his role, lack of training and orientation among those who hold the position, confusion about the nature of the position, often created by the advent of collective bargaining, and lack of general support from upper echelon administrators. Present research suggests that the position and nature of the chairperson's role will not change significantly over the next five years. (NHM)

ED 111 459 JC 750 480
Gold, Ben K.
Trends in L. A. C. C. Graduates, 1962-1975.
Los Angeles City Coll., Calif.
Report No—RS-75-14
Pub Date Sep 75
Note—20p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Associate Degrees, *College Majors, Comparative Analysis, Day Students, *Educational Trends, Evening Students, Females, Followup Studies, Graduates, *Junior Colleges, Males, Statistical Data, *Student Characteristics, Tables (Data)

Trends in graduate characteristics at Los Angeles Community College (LACC) are analyzed for the period from 1962-1975 and are compared to data from other California community colleges. Numbers of graduates are tallied according to sex, day or evening status, January or June completion, and major. The total number of associate degrees (AA) awarded rose steadily through the first decade of the period, but has declined in the last three years. Likewise, the percent of the total college enrollment receiving the associate degree rose from 5.2 percent in 1962 to a high of 9.4 percent in 1972, but dipped to 6.8 percent in 1975. The number of women receiving degrees overtook the number of men graduates in 1972, and has increased since that time. The percent of June degree recipients has hovered around the 60 percent mark throughout the period. The percent of evening student graduates rose to a high of 32.7 percent in 1974, but dropped markedly in 1975. About 40 percent of the 1975 graduates completed a two-year occupational major, a figure slightly below the 1974 percentage. In comparison with other California community colleges in 1974, LACC ranked fourth (of 96) in number of AA degrees awarded, and twenty-ninth in ratio of number of degrees to enrollment. (NHM)

ED 111 460 JC 750 481
Shea, Brent Mack
Inequality of Outcomes: Two-Year Educations. Preliminary Draft, Subject to Revision.
Pub Date 74
Note—19p.; Paper for presentation at the Annual Meeting of the Society for the Study of Social Problems (Montreal, Canada, 1974)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Academic Aptitude, *Aspiration, Equal Education, Junior Colleges, *Junior College Students, Occupational Guidance, *Socialization, Social Mobility, Socioeconomic Status, *Student Characteristics, *Vocational Adjustment, Vocational Education
Identifiers—*Cooling Out Function

Because of its lower cost, cultural integration into the community, non-selective admission requirements, and vocational/technical programs, the two-year college has been seen as a way of enrolling students historically underrepresented in higher education. In comparison to his four-year college counterpart, the two-year college student is from a lower-income family, has parents with less schooling, and ranks lower on scales of academic aptitude. One function of two-year colleges is the rechanneling of student aspirations in line with student abilities and labor market demands. This is accomplished through a persuasive guidance approach which reorients students, most often resulting in the redefinition (cooling-out) of transfer students as terminal, vocational education students. Even if education as a certifying agent were abandoned in favor of skill training in business and industry, the author contends that the same inequalities which currently prevent equal access to colleges would prevent equality of access to training programs in the private sector. Thus, despite the unsavory implications of "people processing," the idea of a better fit between educational and occupational spheres is attractive and desirable. (NHM)

ED 111 461 95 JC 750 482
Trufant, John E. And Others
Perceptions of Former Occupational-Technical Students. Research Report No. 4.
Virginia State Dept. of Community Colleges, Richmond.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—RR-4
Pub Date 74
Note—56p.; For related documents, see ED 101 798, 104 499, and 104 500
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Females, General Education, Graduates, *Junior Colleges, *Participant Satisfaction, *Student Attitudes, Student Characteristics, *Vocational Education

Former occupational-technical students were questioned as to their attitudes toward their community college programs. The large majority of respondents rated their overall experience very high, and said they would recommend their college to someone seeking the same program. Social activities, however, were rated quite low. Women and graduates were much more positive about their community college experience than were their male or nongraduate counterparts. Diploma graduates expressed far more positive attitudes than AAS degree or certificate graduates. Of curricular groups, public service students were the most positive, followed closely by health students. Minorities were somewhat more positive than whites. Students rated the quality and value of their preparation in seven different areas: technical knowledge and understanding, job or learning skills, getting along with people, self-understanding, knowledge about career opportunities, communication skills, and general education. General education received the highest rating, both for quality and current value. Yet, when asked to give their opinion on the balance of general education and technical courses, more than half of the respondents wanted to increase the proportion of technical courses. Tabulated responses are appended. (NHM)

ED 111 462 JC 750 483
Hammons, James O., Ed.
Proceedings: The Conference on Questions and Issues in Planning Community College Staff Development Programs, July 1-3, 1974.
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
Pub Date Jun 75
Note—179p.; Conference sponsored jointly by the Center for the Study of Higher Education and the College of Education, Pennsylvania State University
EDRS Price MF-$0.76 HC-$9.51 Plus Postage
Descriptors—Consultants, Faculty, Faculty Evaluation, Instructional Staff, *Junior Colleges, *Organizational Development, *Staff Improvement

The papers and other materials contained in this monograph resulted from the events of the "Planning for Community College Staff Development" conference. Keynote addresses include: (1) a survey of the literature which reflects the present state of the art and points out areas in need of research; (2) critical questions and issues faced by any college attempting to design a staff development program; (3) description of successful staff development programs in large, medium, and small institutions; Discussions of (4) evaluation methods, and (5) the use of consultants; (6) recommendations. One major aspect of the conference was a simulation exercise on staff development designed to provide an experience which would enable the participants to synthesize all they had been hearing from keynote speakers. Participants were divided into groups, and group reports were prepared and presented. Criteria used in judging programs were based on the assumption that staff development programs should be: developmental, democratic, inclusive, supportive, self-evaluative, self-prescriptive, and wide spectrum. Appended are an annotated bibliography, sample community college staff development programs, a conference registration list, and results of an evaluation questionnaire which was administered to participants. (NHM)

ED 111 463 JC 750 484
Kuiper, H. Peter
Teacher Self-Disclosure and Advocacy, Compared to Neutrality, Their Effect on Learning, with Special Reference to Religious Studies.
Nova Univ., Fort Lauderdale, Fla.
Pub Date 24 Jul 75
Note—31p.; Ed.D. Practicum, Nova University
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Beliefs, *College Teachers, Ethics, Junior Colleges, Learning Motivation, Literature Reviews, *Personal Values, Practicums, Questionnaires, *Religious Education, *Self Expression, Student Opinion, Student Teacher Relationship, Teacher Influence

A teacher must confront the issue of whether or not he should disclose his beliefs, and if so, to what extent. Disclosure can easily become advocacy. A review of the literature reveals that self-disclosure quickens learning, but the literature is divided on whether a religion teacher in tax-supported schools should advocate personal teacher self-disclosure and advocacy on their learning, a questionnaire was developed and administered to four Interpersonal Communication classes and one English class. The survey of 87 Fresno City College (California) students showed overwhelmingly that they saw their most effective teachers as being self-disclosing; that they preferred teachers to self-disclosure and, to a lesser extent, advocate a position. An analysis of the responses by age groups revealed that while both students under 25 and students 25 and over favored teacher self-disclosure and advocacy, the older group did so more strongly. The evidence of this study supports teacher self-disclosure in the classroom, even in religious studies, for both philosophical and educational reasons. The questionnaire and extensive bibliography are appended. (Author/NHM)

ED 111 464 JC 750 485
Guichard, Gus And Others
Part-Time Employment.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date Apr 75
Note—23p.; Presentation to the Board of Governors of the California Community Colleges, April 9-10, 1975; Best copy available
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—*College Faculty, Community Colleges, Educational Legislation, Fringe Benefits, Instructional Staff, *Junior Colleges, *Part Time Teachers, *Salary Differentials, *Staff Utilization, Teacher Salaries, Tenure
Identifiers—*California

The employment of community college instructors on a part-time basis provides the opportunity for students to study under outstanding instructors whose primary employment may be in industry or in other postsecondary institutions and permits colleges to respond better to community needs with the financial resources available to them. Along with these benefits, however, have come a corresponding number of problems. Although legislation in 1972 attempted to delineate provisions of law concerning the employment of certificated personnel in community colleges, it left questions with respect to the employment of temporary and part-time personnel. Inappropriate or inconsistent language in existing law must be clarified. In addition, opinions differ concerning the proportional benefits which part-time instructors should receive, especially in areas of tenure, salary and fringe benefits, and participation in campus affairs. Appended is an analysis of data collected by surveying 69 California community colleges as to their employment of part-time faculty. Of the 52 districts responding, 43 employ more than half of their faculty on a part-time only basis. The average district estimate of the cost of providing pro-rata pay to part-time faculty is a 5.5 percent increase in budget expenditures for faculty salaries. (Author/NHM)

ED 111 465 JC 750 486
Emerson, George H.
Revised System of Evaluation.
Nova Univ., Fort Lauderdale, Fla.
Pub Date 20 Dec 74
Note—33p.; Ed.D. Practicum, Nova University
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Assignments, Course Evaluation, Critical Thinking, Essays, Evaluation Methods, *Grading, *Instructional Materials, *Junior Colleges, Learning Processes, Multimedia Instruction, Objective Tests, Reports, Rote Learning, Sciences, Student Attitudes, *Student Evaluation, Tables (Data)

Exclusive reliance on objective testing focuses students' attention too narrowly on memorization and rote answers to complex problems. Grades become supreme ends; learning, merely a by-product. Since students learn best when asked to verbalize, analyze, and synthesize their ideas, a grading system was implemented in a social science course at Miami-Dade Community College (Florida) which would encourage analysis and learning from different sources. Students could earn up to five points a week on objective tests, and up to four points a week on written reports. In addition to textbook assignments, students received lists of audio tapes, movies, television documentaries, and articles which could be reviewed. Grading of review was based on the extent the student wrote in his own words, the care he took in writing, and the way he related material to academic ideas and personal experience. Results of a questionnaire found student attitudes positive toward the course, the grading system, and especially toward the variety of ways points could be earned. Although care must be taken to insure the quality of the outside sources and the reports themselves, the new system adds flexibility to course curriculum, encourages optimism toward success in the course, and focuses attention on understanding rather than memorization of ideas. Extensive tables of data are appended. (Author/NHM)

ED 111 466 JC 750 487
Reid, Alban E.
Resource Allocation: A Participatory Process.
Pub Date 5 Aug 75
Note—125p.; Paper presented at the Community Junior College Presidents Conference, Estes Park, Colorado, August 3-6, 1975
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—Administrative Organization, Administrative Personnel, *Budgeting, Chief Administrators, *Junior Colleges, *Organizational Climate, *Participation, *Resource Allocations, Teacher Participation

Whether a participatory process for resource allocation in a public community college setting occurs depends upon several key factors: (1) the leadership style of the institutional chief executive officer; (2) the administrative organizational structure of the institution; (3) the relationship which exists between and among members of the various segments of the institutional community--students, faculty, support staff, administration, and governing board. A review of the literature indicates that no institution or program has achieved the ideal of participatory resource allocation. A process by which internal participation in resource allocation can be fostered is described for a modified bureaucratic organizational structure, augmented by an extensive joint committee system. Case studies are presented, and sample instructions and forms for budget development are appended, along with a sample statement of developmental institutional objectives, an overview of budget planning and development, background data required for resource allocation and budget development, and comparative statistical data for all community colleges in the Illinois state system. (Author/NHM)

ED 111 467 JC 750 488
Owings, Thomas G.
The Whys and Hows of Econimic Impact Studies and a Look at Two Recent Examples.
Pub Date Jul 75
Note—13p.; Paper presented at the Community College Research Conference, Southeastern Region, AERA Special Interest Group on Community College Research (Boone, North Carolina, July 22-23, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Colleges, *Community Benefits, *Economic Factors, Economic Research, Human Resources, Institutional Research, *Junior Colleges, Manpower Development, Research Methodology, Rural Environment, *School Community Relationship, Urban Environment
Identifiers—*Economic Impact Studies

The total economic impact of a college on its community includes the benefits the community receives and the costs it incurs. The benefits can be classified into the tangible dollar expenditures of people associated with the college and the intangible benefits of human resources development. Costs often include alteration of neighborhoods and added municipal services. The Institute of Higher Education Research and Services at the University of Alabama recently completed two economic impact studies of two very different colleges in Alabama. One study, completed in May 1974, reported the impact of a private, predominately black, four-year accredited liberal arts college on the economy of an urban area. The other study, completed in August 1974, reported the economic impact of a public, predominately white, two-year accredited junior college on a rural area (see ED 099 069). This report summarizes and points out some unique aspects of the two studies. In addition, reasons for conducting an economic impact survey, and the procedure for undertaking such a task are briefly discussed. Summary background data about the two institutions are discussed. Data collected for the studies are summarized in 11 areas of impact and are presented in chart form. (Author/NHM)

ED 111 468 JC 750 489
Kurtzman, Denise B.
The Publications of B. Lamar Johnson, 1932-1974: An Annotated Bibliography.
Pub Date Jun 75
Note—56p.; Paper submitted in partial fulfillment of the requirements for the MLS degree, Graduate School of Library and Information Science, University of California, Los Angeles
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Annotated Bibliographies, *Biographies, *College Libraries, Experimental Colleges, *General Education, Instructional Innovation, *Junior Colleges, Library Programs, School Libraries, Vocational Education
Identifiers—Biobibliographies, *Johnson (B Lamar)

This is an annotated bibliography of the publications of B. Lamar Johnson, a prominent leader in the field of education, particularly in promoting innovative and experimental library and instructional programs and in the development of the community junior college. It reflects the various areas of Dr. Johnson's career, his interests, and his accomplishments. The bibliography is comprehensive rather than selective, recording all of his published works from 1932 to 1974, arranged chronologically from earliest publication to the most recent. The publications are grouped by "Books, Monographs, and Major Reports," "-Journal Articles and Chapters in Books or Monographs," "UCLA Junior College Leadership Program," "Book Reviews by B. Lamar Johnson," "Reviews of Works by B. Lamar Johnson," "-Miscellaneous Writings About B. L. Johnson," and "Letters to Editors." Sections listing reviews of his works, articles written about him, reviews written by him, and his letters to editors are selective in that they are limited to materials available to the compiler. A concluding subject index arranges publications by broad fields, listing them by title and entry number. (NHM)

ED 111 469 JC 750 490
Brawer, Florence B.
The Humanities in Two-Year Colleges: The Faculty in Review.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Center for the Study of Community Colleges, Los Angeles, Calif.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date 75
Note—52p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—College Curriculum, *College Faculty, Doctoral Degrees, Graduate Study, *Humanities, *Humanities Instruction, Inservice Teacher Education, Job Satisfaction, *Junior Colleges, *Literature Reviews, Part Time Teachers, Teacher Attitudes, Teacher Qualifications, Teacher Salaries

This monograph reviews the faculty teaching the humanities in two-year colleges: their backgrounds and preparation, involvement with inservice training, job satisfaction, attitudes and values, and approaches to curriculum and instruction. Information was derived by an extensive search of the literature. Materials were identified

by scanning 34 sets of bibliographic indexes for publications of the past 10 years, along with the catalogues of the UCLA University Library, and by asking association and institutional heads for unreported studies. The preparation sequence leading to a specialized competence is frequently seen as inappropriate for the tasks of teaching in an open-door institution. Holders of doctorate degrees have difficulty in obtaining positions because they are priced too high. Part-time faculty paid at a relatively low hourly rate are being employed in increasing numbers. But opportunities are opening for constructive inservice training. The major foundations and federal funding agencies are becoming increasingly aware of faculty in these institutions. And, most important, a professional consciousness is developing within the faculty as they form their own subgroups within the major disciplinary organizations and seek to take control of the conditions of their work. A bibliography is appended. (NHM)

ED 111 470 JC 750 491

Community College Faculty Collective Bargaining: Report and Recommendations of the Advisory Committee on Community College Faculty Collective Bargaining to the Senate Select Committee.

Washington State Legislature, Olympia. Senate.

Report No—SR-74-271

Pub Date Jan 75

Note—63p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—Administrative Personnel, *Collective Bargaining, *College Faculty, *Community Colleges, Educational Legislation, *Junior Colleges, Local Unions, Part Time Teachers, Questionnaires, *State Surveys, Tables (Data), Teacher Salaries, Trustees

Identifiers—*Washington

A survey of almost 6,500 community college faculty, trustees, students, presidents, and administrators was conducted to study the question of faculty relations in the Washington State community college system, with special emphasis on collective bargaining. Respondents (38 percent of the questionnaire distribution) favored including part-time faculty in the bargaining unit by a 70.6 percent margin, and department/division chairmen by a 70.2 percent margin, but were against including students by a 77 percent margin. Other results indicated: 52.2 percent of the respondents were against administrators, other than the president, being empowered to bargain independently; 64.3 percent were in favor of negotiations at the local rather than the state level; 75.3 percent were against the idea of limiting collective bargaining to the traditional economic issues of wages and hours; 54.3 percent favored both collective bargaining and internal governance. Responses were evenly divided on the advisability of a statewide salary schedule for community college faculty. Based on the survey results, a replacement of the Community College Professional Negotiations Law with a collective bargaining law designed specifically for community colleges is recommended. Bargaining should be conducted at the local level. (NHM)

ED 111 471 JC 750 493

Winter, Gene And Others

Reality-Based Evaluation for Two-Year College Occupational Programs. Pilot Edition.

State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.

Spons Agency—New York State Education Dept., Albany. Bureau of Two-Year Coll. Programs.; New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Report No—RP-75-5

Pub Date Jun 75

Note—45p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Cost Effectiveness, Data Analysis, Data Collection, Educational Assessment, *Evaluation Methods, *Junior Colleges, Models, *Program Evaluation, *Technical Education, *Vocational Education

Identifiers—*Reality Based Evaluation

This handbook presents a pilot evaluation model developed with the cooperation of occupational education staff members from the two-year colleges of New York State. The project staff, the steering committee, and principal consultants began with the assumption that evaluation can be a valuable and continuous part of program effort, providing critical feedback that will identify and support essential program modifications. Reality-based evaluation (RBE) is described as a three-phase process: (1) clarifying a program's real intent; (2) collecting information on what that program actually does; and (3) interpreting how well it was done and recommending what should be done. Phase I, "Clarification," results in a management outline, subject to change and based upon the realities of the program as they are seen. Phase II, "Data Collection," results in a working plan which implements Phase I objectives. Phase III, "Interpretation," results in the compilation of evaluation conclusions. Forms paralleling the RBE process phases are provided to facilitate consistent recording of data as it is derived at each procedural step. Techniques of data collection and approaches to cost analysis are listed and described. The annotated bibliography is indexed according to problems which may occur in the course of the evaluation. (NHM)

ED 111 472 JC 750 494

Jackson, William H. Scott, Roland J.

The Development and Evaluation of Multi-Media Materials to Present Information about Vocational and Technical Education to Specific Target Groups.

Central Florida Community Coll., Ocala.

Spons Agency—Florida State Advisory Council on Vocational and Technical Education, Tallahassee.; Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date 30 Jun 75

Note—82p.

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—Audiences, Black Community, Caucasians, Costs, *Information Dissemination, Junior Colleges, *Low Income Groups, *Mass Media, Media Research, Minority Groups, News Media, Newspapers, *Publicize, Public Relations, Questionnaires, Surveys, Technical Education, Television Commercials, *Vocational Education

Vocational and technical education can provide economic mobility for individuals as well as economic development for communities. However, the literature and the results of this study indicate that the persons who could profit most from vocational education programs, those in lower status groups, know very little about such programs. A five percent sample of persons in the service area of Central Florida Community College was drawn from the telephone directory; 120 listings were chosen from each of five residential areas: high-income white, middle-income white, low-income white, middle-income black, and low-income black. A telephone survey was then conducted to determine two factors: (1) the number of persons in income/racial groups at each information level, in regard to vocational education programs; (2) patterns of media use within the income/racial groups. These media use patterns were used to design and implement an information dissemination campaign. A follow-up telephone survey showed a significant positive change in numbers of persons at the various information levels for low-income white and black groups. The sum of the percentage of increase for each information level was 23.6. Thus, 12,500 low-income whites and blacks had increased levels of information. Survey questionnaires are appended, along with sample media materials and comparative costs of media time or space. (NHM)

ED 111 473 JC 750 495

Project Renewal. Final Report.

Illinois Community Coll. Board, Springfield.

Pub Date Jun 73

Note—134p.

EDRS Price MF-$0.76 HC-$6.97 Plus Postage

Descriptors—Clearinghouses, *College Cooperation, Community Services, Consortia, *Cooperative Planning, *Educational Needs, Junior Colleges, *Older Adults, Recreational Programs, *Senior Citizens, Transportation, Volunteers

Identifiers—Needs Assessment

Project Renewal assessed the needs of persons aged 60 and over in the districts served by Highland Community College, Kishwaukee College, and Rock Valley College (Illinois), with special focus on the role of educational institutions in meeting those needs. Through interinstitutional cooperation by the three community colleges and Northern Illinois University, a study was conducted using the Delphi technique, interviews, questionnaires for older adults, and surveys of present services available to older adults and the in-service training needs of those delivering such services. Transportation emerged as the greatest need. Because information clearinghouses would maximize coordination of services, their development was also given high priority. Other priorities established were provision of informal learning experiences relevant to daily living for older adults, including pre-retirement planning, leisure time activities, and the involvement of older adults in volunteer roles. The need for in-service training of persons serving older adults in these areas was also recognized. A model of interinstitutional cooperation developed by the project is recommended as a basis for cooperative delivery of services. Maps, Delphi materials, forms, and data are appended. (NHM)

ED 111 474 JC 750 496

Nelson, Hilding E.

Public Service Occupation Workshops for Core Curriculum: Instructional Associate, Governmental Management. EPDA Workshops, June 1975. Final Report.

California Community Colleges, Sacramento. Office of the Chancellor.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—129p.

EDRS Price MF-$0.76 HC-$6.97 Plus Postage

Descriptors—*Curriculum Development, Curriculum Planning, Government (Administrative Body), *Government Employees, *Junior Colleges, Program Content, *Public Service Occupations, *Teacher Aides, Vocational Education, Workshops

The diversity and multitude of new public service occupations has encouraged the development of new occupational curricula in community colleges. One such effort involved the development and distribution of two comprehensive curriculum guides for governmental management and instructional associate programs by the California Community Colleges Chancellor's Office. In order to communicate this curriculum information to community colleges, delineate the scope of the public service occupations designation, and encourage the implementation of such programs, seven workshops were held in northern and southern California in 1974 and 1975. This document describes workshop outcomes by theme: (1) Instructional Aide/Associate Workshops; (2) Governmental Management Workshops; (3) Public Service Occupations Workshops. Each of the workshops followed a similar procedure: first, programmatic need was established; then, after identifying necessary program content, guidelines were given for program implementation. Analysis of evaluation questionnaires administered to participants reveals that although the workshops were successful in defining the scope of and need for public service occupations programs, workshops did not result in the conception of a need for the evolution of a distinct department or section to house all public service occupations courses or curricula. (NHM)

ED 111 475 JC 750 497

Badger, Solomon L., III

Evaluation of the Counseling Program of an Urban Community College by Staff and Students.

Pub Date 75

Note—97p.; Ed.D. Dissertation, Nova University. Not available in hard copy due to marginal legibility of the original document

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Attitudes, *Counseling Services, Counselor Attitudes, *Counselor Functions, Counselor Role, *Counselors, *Job Analysis, *Junior Colleges, Student Attitudes, Teacher Attitudes

In order to measure the effectiveness of an urban community college counseling service, a questionnaire was developed and administered to a random sample of students, faculty, administrators, and the professional staff of counselors from the three campuses of Florida Junior College at Jacksonville. Of 321 subjects, 219 responded (68 percent). Twenty-two counseling functions were

rated in terms of the extent to which they were actually being performed, should ideally be performed, or were useful. Data are recorded in tabular form. As evidenced by a strong increase in the response tendency between the real and ideal categories, a need for improvement was perceived for every function except providing marriage counseling, which all groups perceived as unnecessary. Where significant differences occurred between group responses, administrators and counselors collectively tended to disagree with the other groups. Although faculty and students saw the usefulness of all counseling functions except marriage counseling, counselors did not consider registration assistance, student screening, and providing information on students to the college useful. A review of the literature is included, and a bibliography is appended. (NHM)

ED 111 476 JC 750 498
Goldstein, Harris K. Wood, Cherrie Lou
Prototype Institute for Training Teachers of Low Income and Minority Students: A Delgado Research Study.
Delgado Coll., New Orleans, La.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—99p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—College Faculty, *Economically Disadvantaged, Educationally Disadvantaged, *Inservice Programs, *Institutes (Training Programs), *Junior Colleges, Junior College Students, *Minority Groups, Program Development, School Community Cooperation, Student Participation, Teaching Methods
Identifiers—Delgado Junior College
In 1970-71, Delgado Junior College (DJC) held a nine month institute designed to: (1) increase participant understanding of the problems specific to low-income and minority students, including physical and psychological problems and cultural background; (2) improve the methods used to teach these students; and (3) develop innovative and special programs for them. Twenty faculty members, five low-income and minority students, and five representatives of local low-income and minority communities participated in the 18 sessions (two per month) of this institute. The first half of each session was devoted to a presentation by a guest lecturer; the second half involved participants in discussions of how the content of the presentation could be applied to DJC. This report of the institute is intended to assist other community and junior colleges in planning and carrying out similar institutes. It details the participant selection an institute planning processes and the physical setting, as well as the outline for each session. A summary of the findings on problems and background, alternative teaching methods, and special programs are presented, as are summaries of each presentation and discussion section. A bibliography on low-income and minority students and the institute evaluation forms are appended. (DC)

ED 111 477 JC 750 499
Goldstein, Harris K. And Others
Institute on Writing Grants.
Delgado Coll., New Orleans, La.
Pub Date 73
Note—103p.
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—Awards, Budgets, *Federal Aid, *Financial Support, Foundation Programs, *Grants, Junior Colleges, *Project Applications, *Research Proposals
The proceedings of this institute cover sources for grant proposal ideas, grant proposal writing procedures, the content of a grant request, procedures of granting agencies, and problems in carrying out granted projects, including report writing. The relationship of the granting agency to the grant recipient is viewed throughout as a partnership, rather than an adversary connection. Types of grants include: planning, research, training, demonstration, equipment, facilities, and program development and/or expansion. Federal funding agencies are listed in material published by the Government Printing Office; private agencies, in the Taft Information System. For a grant proposal to be funded, it must be feasible, specific, have a competent and experienced research director or principal investigator, and fit the funding agency's policies. These proceedings discuss budgeting, the handling of grant money, and the hiring of personnel, focusing on probable problem areas. Examples are cited from the experience of the institutional research team at Delgado Junior College (Louisiana). References to printed matter and studies which might help in writing grant proposals or in carrying out granted projects are given throughout. (NHM)

ED 111 478 JC 750 500
Groves, Cecil L. Carroll, Frank T., Jr.
Compensatory Education: Relationship of Curriculum and Faculty to Student Retention. Seminar Proceedings.
Gulf Regional Interstate Collegiate Consortium.
Pub Date May 73
Note—66p.; Seminar held at Southern University in New Orleans, May 2, 1973
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Academic Standards, College Curriculum, College Faculty, *Compensatory Education, *Educationally Disadvantaged, *Junior Colleges, Open Enrollment, Relevance (Education), *School Holding Power, *Student Needs, Student Participation, Teacher Attitudes
The "open-door" policy of community colleges has resulted in the three interrelated problems of student recruitment, student retention, and student placement. In order to identify and analyze factors which cause the separation of "new" students from the community college, a one-day seminar was conducted at Southern University in May of 1973. Keynote addresses dealt with the impact of faculty on student retention and the importance of curriculum. A summary is made of positive and negative impacts of compensatory instruction in 18 community colleges with such programs. The meeting of "new" students' nonacademic needs greatly determines their academic performance. Retention will not be achieved within the rigidities of the traditional academic system, but change need not mean a lowering of standards. Rather, what is needed is a change in attitudes toward persons who, regardless of backgrounds, wish to find their places in a contemporary society which is polycultural and heterogeneous rather than class-oriented and somewhat homogeneous. Colleges must keep curriculum requirements flexible and responsive to the needs of those concerned. Not only should revisions be continual, but everyone concerned, including students, should be involved. Appended are the observations of discussion groups and a list of participants. (NHM)

ED 111 479 JC 750 501
Martorana, S. V., Ed. And Others
Graduate Education and Community Colleges: Cooperative Approaches to Community College Staff Development. Technical Report No. 5.
National Board on Graduate Education, Washington, D. C.
Pub Date Aug 75
Note—149p.; Proceedings of a conference, Airlie, Virginia, November 11-12, 1974
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—*College Faculty, *Graduate Study, *Inservice Teacher Education, Internship Programs, *Junior Colleges, Professional Education, Schools of Education, Staff Improvement, *Teacher Education
In order to assess the need to improve graduate programs for prospective and present community college teachers, the National Board on Graduate Education sponsored an invitational conference in November, 1974. Conference participants were drawn from each of three sectors: community colleges, graduate schools of arts and sciences, and university schools of education. The conference was organized around 11 commissioned papers which make up the bulk of this volume. Participants addressed the issues raised in these papers during conference sessions, which grouped the papers according to: (1) current trends within community colleges that have created the concern for staff development; (2) responses to staff development needs, including responses in "nontraditional" settings; and (3) perspectives of graduate faculty, deans, and schools of education. Although conference participants agreed that improved university programs for community college staff development are needed, the practical questions of how to develop, administer, and finance such programs were left open. It is clear, however, that problems of staff development will require cooperative approaches involving both the university and the community college. The necessary resources for successful programs are present in the two institutions, not in either one alone. (NHM)

ED 111 480 JC 750 504
Alfred, Richard L.
Enrollment Profile Report, Fall Semester 1974.
New York City Community Coll., Brooklyn, N.Y.
Pub Date Aug 75
Note—46p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Academic Aptitude, College Majors, Dropout Rate, *Educational Planning, *Enrollment Projections, *Enrollment Trends, Financial Support, Grades (Scholastic), *Junior Colleges, Multicampus Districts, Organizational Development, Recruitment, *Student Characteristics, Urban Education
Identifiers—Attrition, New York City Community Colleges, Nontraditional Students
In this study, the enrollment distribution of students attending New York City Community Colleges is examined and evaluated. The introductory section presents briefly the national enrollment picture for two-year and four-year colleges, enumerates the various projections that have been developed by federal and state agencies, and evaluates the prospects for continued enrollment growth in the years ahead. This section serves as an overview of the community college movement and as a summary of the changing profile of college students and the various factors which may lead to shifts in enrollment distribution. Section two examines the distribution of enrollment in New York City Community Colleges, the curriculum preferences of students, the geographic origin of students, the grade distribution of students, and credit hour attrition within the academic semester. The final section projects the Colleges into the immediate years ahead. The findings in this report support the general recommendation that expanded institutional efforts be directed to the development of non-traditional educational programs in all units of the Colleges and to the recruitment of non-traditional students. Major problems associated with institutional growth are discussed, and recommendations are drawn pertaining to college organization and financial support. (Author/NHM)

ED 111 481 JC 750 505
Lucas, John A.
Market Analysis of Proposed New Programs in a Growing Community College. Vol. V, No. 4.
William Rainey Harper Coll., Palatine, Ill.
Pub Date 16 Apr 74
Note—12p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Aspiration, *Curriculum Planning, Followup Studies, Institutional Research, Job Placement, *Junior Colleges, *Labor Market, *Manpower Needs, Occupational Choice, Occupational Surveys, Program Planning, Student Enrollment, *Vocational Education
Market analysis for new program development in the community college occurs in four phases. (1) An overall manpower needs survey involving a canvas of all the employers and community organizations in the district. This phase is difficult because of the magnitude of the task, and the difficulty of forecasting changes in the market, especially in regard to new and emerging fields. (2) Determination of the demand by students for specific programs. Possible methods include surveys of high school seniors with regard to career preference, surveys of employees in a specific field with regard to their training needs, and surveys of the adult community in general. (3) Determination of the market demand for graduates in a specific field. This phase involves sampling the population of employers and organizations in the district and then conducting follow-up studies. (4) Validation of market analysis surveys. This must be done primarily by actual student enrollment and follow-up studies of the graduates. Each of the four phases is described in detail and problem areas are discussed. Examples are drawn from sample studies conducted by William Rainey Harper College (Illinois). Survey results are organized into five tables. (NHM)

ED 111 482 JC 750 506
Millonzi, Joel C. And Others
The Recruitment Process: The Program and Its Participants. Research Report No. 1.
La Guardia Community Coll., Long Island City, N.Y. Middle Coll.
Pub Date Aug 74
Note—63p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Articulation (Program), Compensatory Education, Counselors, Experimental Colleges, *High School Students, *Junior Colleges, Junior High School Students, *Low Ability Students, Peer Relationship, *Recruitment, *Remedial Programs

In contrast to middle colleges throughout the country which, by initiating early admissions programs, make it possible for high achieving students who have not completed high school to enter college, the Middle College at LaGuardia Community College (New York) includes students who are not academically superior and offers comprehensive remedial programs. This report focuses on the preliminary phase of the program, the recruitment process. Through structured, open-ended interviews, information was gathered from three groups of program participants: the planning staff, junior high school guidance counselors, and students. Interview data were supplemented by systematic observation of the recruiting and planning processes. It was found that most guidance counselors received their information about the program from a personal representative of the program, usually the director or a staff member. Students learned about the program primarily from their guidance counselors. Counselors and planners alike viewed the program as a means to "redeem" marginal students, and motivate them to remain in formal education. Initial perceptions of the benefits of the program included: (1) better articulation between high school and college; (2) an atmosphere conducive to learning; (3) small classes/remediation; (4) positive peer influences; (5) vocational education. (NHM)

ED 111 483 JC 750 507
Millonzi, Joel C. And Others
Participant Observer Study, September 1974-June 1975.
La Guardia Community Coll., Long Island City, N.Y. Middle Coll.
Pub Date 75
Note—70p.; Best copy available, print is light on some pages
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Academic Freedom, Attendance, Counseling, Discipline Policy, Expectation, *High School Students, *Junior Colleges, Learning Motivation, *Low Ability Students, *Participant Satisfaction, *Remedial Programs, Student Attitudes, Teacher Attitudes, Teaching Methods

LaGuardia Community College (New York) provides secondary education through its Middle College program, which includes comprehensive remedial programs for low ability students. During the 1974-75 academic year, two participant observers made over 400 observations of the Middle College's activities, focusing on: (1) instructional methods, materials, and content; (2) incentives and rewards; (3) failure management; (4) counseling patterns; (5) discipline in the classroom; and (6) LaGuardia-Middle College interface. Findings of the study revealed that students expected primarily academic advantages from the program. After a half year in the program, however, social advantages were seen as most important. Faculty expectations of professional growth were fulfilled due to greater academic freedom and the opportunity for personalized relationships. Although the majority of those questioned agreed on the general success of the program, it was felt that the small size of the program, rather than the college setting, was responsible for increased learning. The emphasis and effectiveness of basic skill instruction, as implemented, appeared to rank behind the size, setting, and counseling remedial components. There was some feeling that students were abusing the school's lenient attendance policy; however, any proposed policy change was rejected as potentially damaging to the atmosphere of the school. (NHM)

ED 111 484 JC 750 508
Giltrow, David
Planning for a Regional Learning Resources Service: An Exploratory Document.
Chicago City Colleges, Ill. Learning Resources Lab.
Note—17p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Cooperative Planning, Financial Support, Instructional Improvement, *Instructional Materials Centers, Instructional Media, *Instructional Technology, *Interinstitutional Cooperation, *Junior Colleges, Metropolitan Areas, Regional Planning, Shared Services

An instrument was designed to elicit a direct reaction from colleagues as to the issues involved in the development of a metropolitan learning resource service. Sets of questions and items lay out the broadest range of functions, services, organization, governance, and funding which are feasible for such a service. It is assumed that any metropolitan learning resources service should: (1) complement and supplement the services performed by campus learning resource centers; (2) provide services not normally found on most community college campuses; (3) be a vehicle for cooperation between institutions, including the non-formal institutions of education such as museums and libraries; (4) require the active participation and financial cooperation of the institutions involved; (5) offer ways of reducing the costs of relevant goods and services to participants by increasing the scale of purchases; (6) serve as a clearinghouse for various kinds of information related to learning resources and the improvement of instruction; (7) be affiliated formally or informally with other similar services throughout the country in order to maintain a leadership role in evaluating new instructional strategies. It is expected that the 12 stimulus questions will lead to a clearer formulation of crucial and significant issues. (Author/NHM)

ED 111 485 JC 750 509
Giltrow, David And Others
A Report on Educational and Policy Specifications for a Metropolitan Learning Resources Service for the Chicago Region and a Parallel Improvement in Learning Resources Services for the City Colleges of Chicago.
Chicago City Colleges, Ill. Learning Resources Lab.
Spons Agency—Illinois Community Coll. Board, Springfield.
Pub Date 28 Jun 74
Note—29p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Adult Education, *Educational Technology, *Instructional Materials Centers, Instructional Media, Instructional Technology, *Interinstitutional Cooperation, Junior College Libraries, *Junior Colleges, Metropolitan Areas, Models, *Regional Planning, Shared Facilities, Shared Services, Teaching Methods
Identifiers—City Colleges of Chicago

Ideally, educational technology in higher education should seek nontraditional solutions to the problems of learning. An examination of the needs of the adult learner indicates that as the years past age 18 increase, the appropriateness of the classic college classroom model decreases, and educational technology becomes increasingly relevent. This report summarizes 22 major recommendations which have arisen from a one year exploration of the issues involved in the development of a metropolitan learning resources service for the Chicago region, along with a parallel improvement of media services for the multi-campus City Colleges of Chicago. It is urged that a council of professional educational technologists from the Chicago metropolitan region be assembled which would analyze the needs of adult learners expressed in recent surveys in Illinois and elsewhere, and develop strategies for meeting individualized instruction needs on and off-campus from the standpoint of educational technology. In order to initiate a prototype of a metropolitan learning resources service, it is recommended that one or more existing institutions offer their services to others with the understanding that the nucleus service group would be compensated directly or in kind for services rendered, and that a users advisory board would be formed. (Author/NHM)

ED 111 486 JC 750 510
Weiss, Marvin W.
A New Role for Community Education in the Community College Through Cooperation with Community Schools.
Pub Date Apr 74
Note—20p.; Speech presented to the Adult Education Association Commission on Adult Basic Education, Louisville, Kentucky, April 1974; Best copy available
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*College School Cooperation, *Community Education, Community Involvement, *Community Schools, Cooperative Planning, *Educational Needs, *Junior Colleges, Program Planning

The role of community education is to provide educational, recreational, cultural, and other related community services in accordance with the needs, interests, and concerns of the public. Cooperation between community schools and community colleges in community education efforts should result in less duplication of effort, expanded use of facilities, better use of tax dollars, improved instruction, expanded programs, and better services. The community college's role in this cooperative effort is: (1) to support and encourage the community school; (2) to work closely with the coordinators in the various communities and offer assistance to them; (3) to offer college classes in the local school districts where there are no community schools; (4) to help coordinate a needs assessment in a community where there is no community school program; (5) to set up a curriculum for training community school coordinators or directors; and (6) to offer counseling facilities to high schools and the community at large. During the 1974-75 academic year, Clackamas Community College (Oregon) found such a cooperative program economically and educationally sound. The 1973 program proposal is appended, along with a statement of policies and procedures which should be of use as a prototype for the implementation of similar programs. (Author/NHM)

PS

ED 111 487 PS 007 849
Eddinger, Lucy, Ed.
Sharing-Among Those Concerned with School-Age Parents.
Consortium on Early Childbearing and Childrearing, Washington, D. C.
Spons Agency—Health Services Administration (DHEW/PHS), Rockville, Md. Bureau of Community Health Services.
Pub Date 75
Note—61p.
Journal Cit—Sharing; Winter 1975
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Adolescents, Ancillary Services, Audiovisual Aids, *Child Rearing, Contraception, Day Care Services, Family Day Care, Family Life Education, High School Curriculum, High School Role, High School Students, *Parent Education, *Parenthood Education, Regular Class Placement, Resource Materials, *Secondary Education, Sex Education

Day care services, educational programs and other supportive services for school-age parents of infants are surveyed in this publication. Mainstreaming pregnant students and improving care for the infants of students are discussed and two day care programs operating within high schools for student parents are presented in detail. A program designed to enhance the childrearing ability of young parents by emphasizing their feelings of competence (University of Pittsburgh's Project Right Start) is also discussed. Recent state and local efforts to provide better services for school-age parents and their children are documented. Annotations of many audiovisual materials dealing with pregnancy, sex, child development, birth control, and family life are provided as well as information of their quality, cost, and availability. A supplement is included which discusses the needs of infants, the strengths and deficits of adolescent parenting, and supportive services for school-age parents and their children. (BRT)

ED 111 488 PS 007 951
Tauss, Vita C. Feigelson, Alan
Report on a Comparison of the Reading Achievement and Pupil Attitude Toward School of Third Grade Children Enrolled in Modified Open and Traditional Classrooms in a Public Elementary School.
Queensborough Community Coll., Bayside, N.Y.
Pub Date 74
Note—21p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Achievement Gains, Classroom Environment, Comparative Analysis, *Early Childhood Education, Experimental Groups, Grade 3, *Open Education, Questionnaires, Reading Ability, *Reading Achievement, Read-

ing Tests, Statistical Analysis, Statistical Bias, *Student Attitudes, *Traditional Schools, Validity

An attempt was made to determine differences in reading achievement gains and student attitudes towards school between groups of third grade children enrolled in either modified open or traditional classrooms in the same school. The Metropolitan Achievement Test in Reading was used for pre- and posttest comparisons of achievement, and a questionnaire on student attitudes was administered at the end of the school year. Radical differences in the kinds of children assigned to either modified open or traditional classrooms presented serious problems in data analysis. Children had been previously selected for inclusion in a particular classroom setting on the basis of scholarship and ability to adjust (slow learners and non-English speaking children were assigned to traditional classrooms). Therefore, a wide discrepancy was found in pretest reading ability. Also, the total number of children in the modified open classrooms greatly exceeded that of the traditional classrooms. Statistical modifications (described in detail) were made in an effort to cope with these population problems. Results indicated: (1) there were no significant differences in expected reading achievement gains for any group, and (2) there were no significant differences in pupil attitudes. Descriptions of classroom operations observed for both types of teaching approaches provide interesting comparisons. (ED)

ED 111 489 PS 007 983

Segal, Marilyn M.

From Birth to One Year: The Nova University Play and Learn Program.

Nova Univ., Fort Lauderdale, Fla. Inst. for Child Centered Education.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Report No—OCD-CB-138

Pub Date 74

Note—75p.

Available from—Institute of Child Centered Education, Nova University, College Avenue, Fort Lauderdale, Florida 33314 (Paper, 1-20 copies, $3.00; 21-100 copies, $2.50; over 100 copies, $2.00)

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—*Child Development, Cognitive Development, *Early Childhood Education, Individual Differences, *Infant Behavior, Parent Child Relationship, *Parent Education, Parent Participation, Perceptual Development, Physical Development, Sensory Experience, Social Development, *Toys

Identifiers—*Office of Child Development

This illustrated booklet describes the physical, social, cognitive, sensory, and motor development of the typical infant during the first 12 months of life. Each of 12 chapters is concerned with successive months in a child's first year and is divided into three sections. Specific stimulating activities (i.e., handing toys to the infant's alternate hands) which parents can do with their infants are suggested and illustrated with photographs. Detailed instructions and diagrams are included for the construction of toys made from household materials. A brief discussion of an infant's expected developmental progress in each month is found in each chapter. A sample form for recording an infant's initial motor, sensory, social, and language achievements is provided. Throughout the booklet, parents of infants are encouraged to promote confidence and exploration by providing successful and pleasant experiences. (BRT)

ED 111 490 PS 007 995

Elardo, Richard And Others

The Relation of Infants' Home Environments to Mental Test Performance from 6 to 36 Months: A Longitudinal Analysis.

Center for Early Development and Education, Little Rock, Ark.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-SF-500

Pub Date Mar 74

Note—18p.; Paper presented at the Southeastern Regional Meeting of the Society for Research in Child Development (Chapel Hill, North Carolina, March 1974)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Cognitive Development, Correlation, *Early Childhood Education, *Family Environment, Infancy, *Infants, Intelligence Quotient, Longitudinal Studies, *Mental Development, Mental Tests, Mothers, Parent Child Relationship, *Prediction

Identifiers—*Inventory of Home Stimulation

This study attempted to determine whether the mental test performance of 77 children tested at 6, 12, and 36 months of age could be predicted from scores on an Inventory of Home Stimulation used to assess the children's home environment during their infancy. The Inventory of Home Stimulation had six subscales: (1) emotional and verbal responsivity of the mother, (2) avoidance of restriction and punishment, (3) organization of the physical and temporal environment, (4) provision of appropriate play materials, (5) maternal involvement with the child, and (6) opportunities for variety in daily stimulation. This inventory was used to assess home environments when children were 6, 12 and 24 months of age. The Bayley Scales of Infant Development were used to measure mental performance when children were 6 and 12 months old; the Stanford-Binet scale was used when they were 36 months old. Correlations of the home inventory scores with Stanford-Binet scores were generally higher than those reported in an earlier study by McCall et al, which related infant tests and parental educational level to childhood IQ. It was concluded that the Inventory has the potential for use in the differential diagnosis of strengths and weaknesses in an infant's environment. (Author)

ED 111 491 PS 007 996

Frank, Mary, Ed.

Pittsburgh Area Preschool Association Publication: Selected Articles (Volume 8, No. 1-4).

Pittsburgh Area Preschool Association, Pa.

Pub Date 1 Oct 75

Note—94p.

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—*Adoption, *Art Activities, Cognitive Development, *Early Childhood Education, Educational Diagnosis, Emotional Development, Handicapped Children, *Infancy, Infant Behavior, Infant Mortality, Language Development, *Learning Disabilities, Motor Development, Parent Child Relationship, Remedial Programs, Student Teacher Relationship

This compilation of short reports distributed to preschool teachers in the Pittsburgh area covers four main topics: (1) Adoption (2) Expressive Art Therapy, (3) The Infant, and (4) Learning Disorders in Young Children. The adoption section includes reports pertaining to the adoption process in Pennsylvania, adoptive parents' legal rights, medical and psychological issues in adoption, and the importance of parent/child interaction in cognitive development. The expressive art therapy section includes suggestions for some specific therapeutic uses of drama, art, music and dance activities with normal, disturbed, and handicapped children. The infant section contains discussions of topics dealing with early language acquisition, a psychoanalytical approach to infancy, sensorimotor development, high-risk infant survivals, and developing stimulating home environments for infants. The last section, which pertains to learning disorders in young children, includes information on minimal brain dysfunction, sensorimotor disabilities in preschool children and infants (including remediation activities), speech and language disability identification, hyperactive children and stimulant drugs, the value of play as treatment, and dealing with learning disorders in the classroom. (ED)

ED 111 492 PS 007 997

Reid, Ernestine M.

The Use of a Piagetian Scale of Development as a Part of Growth Measure of Pre-Kindergarten Children Participating in the Baltimore City Public Schools.

Baltimore City Public Schools, Md.

Pub Date 24 Jan 75

Note—67p.; Paper presented at the Piagetian Society Conference (Los Angeles California, 1975)

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—*Cognitive Development, *Evaluation Methods, *Intervention, *Preschool Education, *Preschool Evaluation, Readiness (Mental), Reading Readiness, Reading Readiness Tests, School Readiness Tests, Test Results

Identifiers—PEM, *Piaget (Jean), Program Evaluation Measure

This paper describes a Piagetian-based evaluation measure and results obtained from the use of this measure with 1260 pre-kindergarten inner-city children. The children were enrolled in a program designed to develop their readiness skills. Family income, limited educational opportunities of adult members of the family, and dependency on public assistance were determinants of qualification for the program. The Pupil Evaluation Measure (PEM) was based on program objectives expressed in Piagetian terms. Each of nine tasks was designed to measure progress towards a more abstract level of cognitive development. Teacher assistants administered PEM to each child 5 times during the school year. Comparisons between October and June test results showed an increase in the proportion of students performing above the semiconcrete/semiabstract level on all nine PEM tasks. Appendices include graphs of PEM scores from the entire year, average pre- and post-test scores on the Stanford-Binet Intelligence Tests given the children, and procedures for administering and scoring the PEM. (BRT)

ED 111 493 PS 008 003

Wald, Michael

Child Development and Public Policy: Juvenile Justice.

Pub Date 12 Apr 75

Note—16p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 12, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Adopted Children, Child Abuse, *Child Advocacy, *Child Welfare, Delinquency, *Developmental Psychology, Family Relationship, Foster Children, Justice, *Juvenile Courts, *Legal Problems, Parent Child Relationship

This paper presents arguments for a closer relationship between the American legal system and developmental research in such areas as attachment, the effects of early home environment, cognitive development, and the consequences of giving children decision-making power. It is suggested that greater knowledge in these areas would allow policy makers to better consider the consequences of laws concerning adoption, disposition of minors in divorce cases, child abuse or neglect, foster care, and parental rights. It is argued that too often judges and agency workers are forced to make decisions affecting the lives of children on the basis of intuition alone. Developmental psychologists are called upon to aid in making the juvenile justice system more sophisticated and more likely to serve the best interests of children. It is suggested that many courts and child welfare agencies would be willing to work with behavioral scientists in carrying out the needed research. (BRT)

ED 111 494 PS 008 006

Mugglin, Gustav

Children's Recreation Activities: Facilities and Animation.

Council for Cultural Cooperation, Strasbourg (France).

Pub Date 74

Note—177p.

Available from—Manhattan Publishing Company, 225 Lafayette Street, New York, New York 10012 (Paper, $6.00)

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Administration, Community Recreation Programs, Curriculum, *Elementary Secondary Education, *Foreign Countries, *Physical Activities, Physical Development, Physical Facilities, Playground Activities, *Playgrounds, *Recreational Activities, Salaries, Theater Arts, Training

Identifiers—*Europe

This study assessed recreational facilities for European children 5 to 15 years of age, and discussed the best means of meeting needs. The first chapter reviews the educational aspects of children's play--including physical, social, and creative development--as they pertain to various age groups. The second chapter considers the types of facilities that can be used for play and recreation. These include play areas in houses and flats, outdoor playgrounds, recreational areas and buildings within and near towns and villages, and camps and family vacation facilities. In Chapter 3, examples of existing European facilities, similar to those suggested in Chapter 2 are

described; excellent diagrams, maps and photographs accompany the text. Chapter 4 concludes the study with an outline of methods of selecting, training and managing recreation center staff members, including directors, auxiliary leaders, and part-time or voluntary leaders and helpers. Examples of training programs from several countries are presented in detail. (ED)

ED 111 495 95 PS 008 008
Dweck, Carol S.
Sex Differences in the Meaning of Negative Evaluation in Achievement Situations: Determinants and Consequences.
Illinois Univ., Urbana.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Apr 75
Grant—NE-G-00-3-0088
Note—10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 11, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Academic Ability, Academic Failure, Achievement, Behavior Patterns, Classroom Communication, Classroom Research, *Elementary Education, *Feedback, Interaction Process Analysis, Negative Reinforcement, Positive Reinforcement, *Sex Differences, Student Attitudes, Student Motivation, *Student Reaction, *Student Teacher Relationship
Sex differences in children's reactions to failure feedback in school situations were investigated by assessing the ways in which teachers use negative evaluation in the classroom. Three aspects of teachers' evaluative feedback were studied: (1) ratio of negative to positive feedback; (2) contingency vs. noncontingency of feedback; and (3) (the major aspect) the particular aspects of performance upon which negative evaluation was contingent. In 5 fourth and fifth grade classrooms, every contingent evaluative statement made by the teacher was classified according to the class of behaviors upon which it was contingent (conduct, intellectual quality of academic performance, or intellectually irrelevant aspects of academic performance). Feedback was also classified according to the reason for failure (lack of motivation, lack of ability, or other external factors). Boys and girls received virtually the same proportions of positive and negative evaluation for the intellectual quality of their work. However, there were striking sex differences in the contexts in which negative evaluations were given. Implications of these results were discussed in terms of teachers' evaluations of their students, differences in teachers' attitudes towards boys and girls, and sex differences in children's own achievement expectations and ability assessments. Some suggestions for consistent uses of negative evaluation in the classroom are included. (Author/ED)

ED 111 496 PS 008 009
Weinberg-Asher, Nancy
An Examination of Pre-School Children's Attitudes Toward the Physically Handicapped.
Illinois Univ., Urbana.
Pub Date Apr 75
Note—12p.; Paper presented at the Biennial Meeting of the Society for Research for Child Development (Denver, Colorado, April 10-13, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Changing Attitudes, *Childhood Attitudes, Comprehension, Negative Attitudes, Perception, *Perceptual Development, *Physically Handicapped, *Preschool Children, *Social Development
This research study was designed to examine the attitudes of preschool children toward the disabled, evaluate the children's awareness and understanding of physical impairment, and examine the possibility of modifying preschool children's attitudes towards disabled children. Subjects were 102 children, 3-5 years of age, enrolled in preschools or day care centers. Children were asked to select their favorite toy from a set of six photographs. They were then shown one of four photographs of another, same-sex child (boy or girl in regular chair or boy or girl in wheelchair). Children were told that toy preferences of the pictured child were either similar of disimilar to their own, or they were told nothing concerning toy preferences. While viewing the photographs, subjects were asked questions designed to determine their (1) affinity for the photographed child; (2) assessment of the child's ability; and (3) perception of the attitudes of their parents, teachers, or friends towards the subject's playing with the photographed child. Subjects shown disabled children were also questioned to determine their comprehension of disability. Results indicated that a shift from lack of understanding of disability to understanding occurs between 3 and 4 years of age; but that understanding of a disability does not produce the negative attitudes towards the disabled that are found in older children. (ED)

ED 111 497 PS 008 012
Guinagh, Barry J. And Others
The Florida Parent-Infant Education Program.
Florida Univ., Gainesville. Inst. for Development of Human Resources.
Spons Agency—Children's Bureau (DHEW), Washington, D.C.; Fund for the Advancement of Education, New York, N.Y.; National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date Apr 75
Note—18p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Cognitive Development, Economic Disadvantagement, Educational Disadvantagement, *Educational Research, *Home Programs, Home Visits, *Intervention, Language Development, Nonprofessional Personnel, Parent Attitudes, *Parent Participation, *Preschool Education, Social Development, Stimulation, Testing Programs
Identifiers—*Home Learning Center Project
The overall purpose of this study was to investigate the effectiveness and practicability of a home-centered preschool intervention program for cognitive, language, and personality development of mother and child, based upon the use of paraprofessional educators who are themselves members of the population served. One question considered was whether early child stimulation could have continuing effects as children reached school age. Subjects were healthy babies from indigent families whose mothers agreed to be visited once a week and to work with the parent educator. She also had to allow her child to go to the home learning center twice a week. The first two years of experimental treatment consisted of weekly home visits, some educational and some just "friendly." In the third year, intervention consisted of weekly home visits and experience in a group setting twice a week. Results of intensive testing of the subjects at age six showed that the intervention had long-term positive effects on the children. The most effective results were achieved with those children who were in the program continuously from age three months through three years. It was suggested that sustained gains resulted from changes in maternal attitudes and feelings about education, about the child, and about themselves. (Author/BRT)

ED 111 498 PS 008 013
Toner, Ignatius J. Smith, Romayne A.
Overt Verbalization and Delay Maintenance Behavior in Preschool Children.
Pub Date Apr 75
Note—9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Goal Orientation, *Mediation Theory, Overt Response, *Preschool Children, Psychological Studies, *Self Control, Self Reward, Verbal Communication
Identifiers—*Delay of Gratification
The present study was conducted to determine if overt self-verbalization by the child during the waiting period would influence his delay maintenance behavior when the delayed reward was present. Subjects were 60 preschool girls in the age range of 33-72 months. Fifteen subjects were randomly assigned to each of four experimental conditions: (1) rule verbalization, (2) neutral verbalization, (3) reward verbalization, (4) no verbalization. In each condition a supply of M&M candy rewards was placed one by one on the table at 5-second intervals until the child took them or told the experimenter to stop. Possession of the accumulating candy rewards was made contingent on the child's stopping any further accumulation. (The child had previously been told that all the candy put on the table would belong to him or her.) The child was told to overtly verbalize a specific utterance whenever the light was on. A red signal light operated by the experimenter was used as a cue for the overt verbalizations. Findings indicated that overt self-verbalizations by preschool girls during the waiting period significantly influenced their delay maintenance behavior. Results are discussed in terms of attending behavior, and it is noted that verbal mediation is facilitative only for younger children. It is suggested that subject-governed self-control mechanisms could result in increased stability of self-control in children. (GO)

ED 111 499 PS 008 014
Liben, Lynn S.
Young Children's Performance on Traditional and Modified Perspective-Taking Tasks.
Pub Date Apr 75
Note—18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Cognitive Development, *Early Childhood, *Egocentrism, Infancy, *Psychological Studies, Reaction Time, *Visual Stimuli
Identifiers—Decentering (Psychological), *Piaget (Jean), Spatial Relationship (Psychological)
This paper reports two related experiments, the first investigating whether children 3-7 years old demonstrate Flavell's Level-2 perspective-taking in a cognitively simple task, and the second re-examining children's performance on a task comparable to the Piagetian 3-mountain perspective-taking task. The first experiment involved a task which eliminated the usual spatial and representational components of the classic 3-mountain task, but provided conflicting visual experiences for subject and experimenter. The second experiment was designed to examine the child's ability to choose a representation of his own view and views of the experimenter when the experimenter was seated opposite and to the side of the child. Task variables and types of errors were investigated. Also, response latencies were measured to check whether responses on task were meaningful or indiscriminate. Results indicate that the young child's difficulty on traditional perspective-taking tasks is related to his lack of an integrated Euclidean spatial system and not to a lack of awareness that others have different visual perspectives. (GO)

ED 111 500 PS 008 015
Carr, Suzanne J. And Others
Mother-Infant Attachment: The Importance of Mother's Distance and Visual Field.
Pub Date Apr 75
Note—11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Attachment Behavior, *Infancy, *Interaction Process Analysis, *Parent Child Relationship, Toys, *Vision
Identifiers—*Eye Contact
This study investigated the effects of mother's distance and visual field on some attachment behaviors of children 21-36 months old. Subjects were 20 male and 20 female children, half of each sex being reared primarily at home and half primarily in day care. Each child was observed with his mother in an experimental setting for a total of 16 minutes in 4 conditions, with mother sitting far from (3-4 meters) or near to (1 meter) tethered toys and facing so that she could or could not see the toys. The child's physical position and behavior along several modalities were recorded at 2- second intervals. Findings suggest that 2-year-olds are aware of the mother's activities and that if contact with the mother is reduced children will initiate behaviors to reestablish that contact. Reduction in visual accessibility of the mother appears to be as important as reduction in proximity. These findings are related to others which stress the centrality of eye-contact in the attachment relationship. (Author/GO)

ED 111 501 PS 008 017
Lamb, Michael E.
Infant Attachment to Mothers and Fathers.
Pub Date Apr 75

Note—11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Attachment Behavior, Behavioral Science Research, *Fathers, *Infant Behavior, *Parent Child Relationship, Psychological Needs, Social Development, *Socialization

This study examined father-infant and mother-infant relationships by observing infants and parents in their homes. The subjects were 20 infants, 10 boys and 10 girls, 7 and 8 months of age. Each infant was visited twice when both parents were at home. All visits were made by the same two persons: a male observer, who maintained a narrative account of infant and adult behaviors and a female visitor, who provided an alternative interactive partner for the child. Comparisons were made between the frequencies of affiliative- and attachment behaviors (including smiling, looking, vocalizing, reaching, approaching, and seeking to be held) which were directed by the infant toward each adult. Results of multivariate analyses showed a significant preference by infants for their fathers over their mothers and the visitor, and for their mothers over the visitor. When data were compared on the individual measures, neither parent emerged as a preferred attachment object but there was far more affiliative type interaction with father than mother. It was noted that fathers also engaged in more physically stimulating and unpredictable games. The author suggests that the prominence of play in the father-infant relationship helps to make the father a person with whom interaction is pleasurable, varied, and unpredictable. (Author/BRT)

ED 111 502 PS 008 019

Jennings, Kay D.

People vs. Object Orientation in Preschool Boys and Girls.

Pub Date 12 Apr 75

Note—16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 12, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Behavior Patterns, Classroom Observation Techniques, Cultural Factors, *Interpersonal Relationship, Play, *Preschool Children, Sex Differences, *Sex Stereotypes, *Social Behavior

Identifiers—Object Orientation, *People Orientation

This study was undertaken to explore the cultural stereotype that boys are more object-oriented and girls are more people-oriented. A total of 38 white, middle class, preschool children were observed during their free play hour at nursery school when a variety of people and objects were freely available to them. Each child was observed with a time sampling method for approximately 50 minutes over three nonconsecutive days. The observer, who was not aware that sex was a relevant variable, rated the children's play behavior with regard to its focus and context. The focus was categorized as being directed toward people, objects, or other and the context as being solitary, parallel, associative, or cooperative play. The mean scores on focus and context were summed to form a single index of People versus Object Orientation. The results showed no differences between boys and girls on People versus Object Orientation or on either of the component measures of focus or context. One minor difference between the sexes was that the most object-oriented and the most people-oriented children tended to be boys, while most girls tended to divide their attention fairly evenly between people and objects. (Author/JMB)

ED 111 503 PS 008 021

Hunter, Michael A. Ames, Elinor W.

Visual Habituation and Preference for Novelty in Five-Week-Old Infants.

Pub Date Apr 75

Note—12p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Adaptation Level Theory, Behavior Development, Classical Conditioning, *Dimensional Preference, *Infant Behavior, Psychological Testing, Response Mode, Social Science Research, *Stimulus Behavior, Stimulus Devices, *Visual Stimuli

Identifiers—*Habituation

This study was designed to determine if the failure of previous investigations to find habituation and response to novelty in infants younger than 2 months of age was because the stimuli used were too complex or because a constant number of trials rather than an individual criterion of habituation was used. A total of 24 infants between 5 and 6 weeks of age were divided into three groups and given pretest to show that they had no initial preference for either of two stimuli, which differed in complexity. Next, all infants were given some familiarization with one of the stimuli, followed by a posttest on both stimuli. During the familiarization period, the three groups were treated differently: each of two groups was familiarized with either the complex or simple stimulus, and the third group was familiarized with the complex stimulus, but allowed only half as many familiarization trials. Results indicate that: (1) 5-week-old infants do habituate to visual stimuli, (2) previous failures to demonstrate habituation were due to stimulus and procedural limitations, and (3) preference for novelty is found following attainment of individual habituation criterion, while preference for familiarity is found following a period of familiarization too short to permit attainment of such a criterion. (BRT)

ED 111 504 PS 008 022

Powers, James E. Gowie, Cheryl J.

The Passive Transformation on Its Own.

Pub Date Apr 75

Note—30p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Cognitive Processes, Deep Structure, *Early Childhood, Elementary School Students, *Information Processing, Kindergarten Children, Linguistic Competence, *Listening Comprehension, Semantics, *Sentence Structure, Verbal Learning

Identifiers—Passive Voice, *Sentence Comprehension

This study investigated children's performance with the passive-transformation when both the mode of presentation and the mode of response were verbal. The study was also designed to provide a framework for the examination of theoretical issues regarding strategies in speech perception. Kindergarten and first-grade children individually heard 6 sentences all in the same voice and all either harmonious with or contrary to children's previously expressed expectations regarding the likely actor in the sentences. After each sentence the child heard a question about the content of the sentence. The score for each child was the number of questions answered correctly. Results of this study support the hypothesis that children do not rely exclusively on any single sentence processing strategy. Instead, they combine their knowledge of the world, of words, and of language in the perception of speech. The results also indicate that an exclusively verbal mode of presentation and response is quite difficult for children. (Author/GO)

ED 111 505 PS 008 023

Berry, Gordon L.

Research, Television and the Child: The Need for Risk-Takers.

Pub Date 11 Apr 75

Note—10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development, (Denver, Colorado, April 11, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Elementary School Students, Individual Development, *Programing (Broadcast), Psychological Studies, Research Design, *Research Methodology, Research Problems, Self Concept, *Social Development, *Socialization, *Television Research

Identifiers—Fat Albert and the Cosby Kids

This paper discusses the need for innovative research paradigms in assessing the impact of television on children. Past research has shown that television, as part of a child's environment, can influence the social behavior of young children in positive and negative ways. It is suggested that researchers now study ways in which children's programing can become a medium which interacts with the child, performing a type of "-surrogate" function. It is also suggested that effective programing would allow the child to learn about himself in relation to what he sees on television, leading to growth in self concept and self esteem. One such television program for children, "Fat Albert and The Cosby Kids" is presented as an example of an attempt to look at issues, problems and concerns faced by children as they grow and develop. A study which investigated the Fat Albert series to determine to what extent the prosocial messages of the program were communicated to children found that almost nine out of ten children (89.3 percent) received one or more specific prosocial messages from viewing an episode of Fat Albert. The findings do not indicate whether the messages were accepted or if they modified subsequent behavior. Research models and methodologies aimed at improving the theory and evaluation of television as it relates to the child are called for. (BRT)

ED 111 506 PS 008 026

Pick, Anne D.

The Development of Strategies of Attention.

Pub Date Apr 75

Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Attention, *Cognitive Development, *Elementary School Students, *Preschool Children

Identifiers—Information Processing (Psychological), *Selectivity

This paper describes an on-going research program focused on the development of attention in children with specific reference to the strategies and patterns of activities which children use in seeking information and in directing and controlling their own attention. Findings from three earlier studies suggest that older children are better able than younger children to select only relevant information, to remember only potentially relevant information, and to shift quickly from selecting one type of relevant information to another. These findings provided evidence of a developmental trend towards more flexible, efficient strategies of attention. This evidence, together with the conceptualization of attention as the selectivity which characterizes a variety of cognitive activities, suggests general questions regarding the formulation of attention development. More is known of environmental factors which are related to children's attention than is known about the way children control and direct their own attention. Little is known about the ways in which one's own behavior controls what one attends to. At present, attempts are being made to identify developmental trends in search strategies. Instances in which young children are more accurate than adults (as in the Stoop effect) show that adults are not universally more accurate, flexible, and efficient attenders than children. The development of search strategies is being studied by asking children to engage in search activities which simulate search as it occurs ordinarily, by asking about children's discovery and use of redundant information in this search task, and by employing tasks which dictate two distinct search strategies. (GO)

ED 111 507 PS 008 028

Olejnik, Anthony B.

Developmental Changes and Interrelationships Among Role-Taking, Moral Judgments and Children's Sharing.

Pub Date Apr 75

Note—21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Age Differences, Altruism, Cognitive Development, Correlation, *Elementary School Students, *Interpersonal Relationship, Kindergarten Children, *Moral Development, *Sex Differences, Social Development

Identifiers—*Piaget (Jean), Role Taking, Sharing Behavior

This study investigated the interrelationships among the development of role-taking skills, moral judgments, and sharing behavior of boys and girls in K-3. A total of 160 lower middle class white children (20 boys and 20 girls from

each grade) participated in the study. Data were collected on four measures: (1) sharing candy with a friend, (2) role-taking on emotional responses to pictured situations, (3) moral judgments on Piagetian dilemmas with positive or negative consequences, and (4) sharing candy with a stranger. The results indicated that (1) role-taking ability was positively correlated with the use of intentionality in making moral judgments; (2) role-taking ability was positively correlated with sharing with a friend, sharing with a stranger (only for boys), and total sharing; and (3) the use of intentionality in moral judgments was positively correlated with sharing with friends. Both age and sex differences were found. (JMB)

ED 111 508 PS 008 029

Ruble, Diane N. And Others

Development of Achievement-Related Judgmental Processes.

Pub Date Apr 75

Note—26p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Achievement Rating, Affective Behavior, *Age Differences, *Elementary School Students, *Self Evaluation, Student Reaction

Identifiers—*Attribution Studies, Social Comparison

This paper presents a series of studies related to the question of how children learn to evaluate themselves in achievement situations. The approach to the research is based on the Weiner et al attributional model of achievement. The paper describes three studies designed to determine the extent to which first, second and third grade children use outcome and norm cues to make judgments about ability, effort, and task difficulty attributions. The results of the 3 studies indicate clear developmental differences in the use of achievement-related information in making evaluative judgments. In addition, it appears that social norm information was not used predictably even by second and third graders, though outcome information was. Possible reasons for these developmental changes and their implications are discussed. (Author/JMB)

ED 111 509 PS 008 030

Flynn, Timothy M.

Personality Factors Related to Intellectual Achievement in Migrant Preschool Children.

Pub Date Apr 75

Note—20p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Achievement, Caucasians, Compensatory Education Programs, *Migrant Child Education, Migrant Children, Migrant Schools, Motor Development, Negro Youth, *Personality Development, *Preschool Education, Rewards, Risk, School Readiness Tests, Self Concept, Self Control, Sex Differences, *Student Characteristics, Student Teacher Relationship

Identifiers—*Delay Of Gratification

To determine the personality characteristics that may be related to school readiness, particularly with reference to migrant preschool children, the following characteristics were examined: (1) delay of gratification, (2) relationship with achievement model, (3) dependency, (4) motor inhibition, (5) self control, (6) self concept, and (7) risk taking. The 195 children (187 black, 8 white) who participated in the study ranged in age from approximately 3 1/2 to 4 1/2 years, and were randomly selected from compensatory education programs for preschool children of migrant workers in Florida. In order to insure that the characteristics examined were of an affective nature, a cognitive ability measure was used as a covariate to remove achievement variance due to the child's cognitive ability. Tests used to determine the characteristics in question are explained in detail. Results indicated: (1) self concept accounted for a significant percentage of achievement variance for both boys and girls; (2) self concept, delay of gratification, and motor inhibition accounted for a significant percentage of variance for boys but not for girls; and (3) risk taking was related to school readiness for girls but not boys. It is suggested that future program planning take these sex differences into account. (Author/ED)

ED 111 510 PS 008 031

Jordan, Valerie Barnes Jordan, Lawrence A.

Relative Strengths of IQ, Mental Age and Chronological Age for Predicting Performance on Piagetian Tests.

Pub Date Apr 75

Note—10p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 12, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Age, Age Differences, Cognitive Development, Cognitive Measurement, *Cognitive Tests, Conservation (Concept), Correlation, *Elementary Secondary Education, Intellectual Development, Intelligence Differences, *Intelligence Quotient, *Intelligence Tests, Mental Development, Prediction, Validity

Identifiers—*Piaget (Jean)

This paper reviews studies in which scores on Piagetian tests of logical thought were correlated with IQ, mental age (MA) and chronological age (CA), and examines the possible effects of the size of the age range and mean age of subjects on these correlations. The data included 44 groups of subjects obtained from 36 studies in which Piagetian and intelligence tests were administered to intellectually normal children (mean IQ=109) from the preoperational through formal operational periods (40 to 216 months of age). Results revealed that averaged correlations between Piagetian tests and MA were consistently higher than the corresponding correlations for IQ and CA. The mean age of the subjects and no effect on the size of correlations between Piagetian tests and IQ, MA and CA, but the size of the age range was found to significantly affect the IQ and CA correlations (Piagetian tests/IQ correlations were higher within a narrow age range; Piagetian tests/CA correlations were higher within a wide age range; Piagetian tests/MA correlations showed no effect for size of age range). It was concluded that MA scores yield higher and more consistent correlations with Piagetian tests than either IQ or CA scores, and are not affected by the age range or mean age of the subjects sampled. (Authors/ED)

ED 111 511 PS 008 032

Ratusnik, David L. Koenigsknecht, Roy A.

Influence of Certain Clinical Variables on Black Preschoolers' Nonstandard Phonological and Grammatical Performance.

Northwestern Univ., Evanston, Ill.

Spons Agency—National Inst. of Neurological Diseases and Stroke (NIH), Bethesda, Md.; Spencer Foundation, Chicago, Ill.

Pub Date Apr 75

Note—27p.; A summary of this paper was presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, Apr. 10-13, 1975)

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Dialect Studies, Language Development, Language Patterns, Language Usage, *Negro Dialects, Negro Students, *Nonstandard Dialects, *Preschool Education, Racial Differences, Racial Factors, Racial Recognition, *Sex Differences, Social Dialects, Social Differences, *Socioeconomic Influences

Identifiers—*Experimenter Characteristics

The influence of the socioeconomic background and sex of the child and the race of the clinician on the frequency of implementation of nonstandard phonological and grammatical structures was examined in 72 black 4-and 5-year-olds. In order to generalize findings to typical clinical settings, language samples were elicited by 3 black and 3 white clinicians using spontaneous, paragraph completion, and repetition procedures. Results indicated that socioeconomic status and sex had a strong effect on black children's usage of nonstandard phonological and grammatical forms. The data also suggested that the beginnings of a bi-dialectal capability were identifiable in certain speech forms in the clinical setting for black preschoolers. Discriminant analysis detailed those nonstandard phonological and grammatical forms which contributed to dialect differences between lower and middle socioeconomic black children. (Authors/ED)

ED 111 512 PS 008 033

Clarke-Stewart, Alison

Dealing with the Complexity of Mother-Child Interaction.

Pub Date 10 Apr 75

Note—9p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavior Patterns, *Infant Behavior, *Interaction Process Analysis, Longitudinal Studies, Mothers, *Parent Child Relationship, *Research Methodology, *Statistical Analysis

This paper presents arguments for greater use of sophisticated research strategies and statistical analyses of data in dealing with the real-life complexity of social interaction. Three possible procedures are proposed and illustrated in a study of interactions between mothers and their 8- to 18-month-old children. The first strategy is to operationalize complex concepts and define loose constructs behaviorally and quantitatively (e.g. maternal responsiveness.) The second general research strategy is to analyze static complexity. It is suggested that a wide range of variables be measured in the same investigation and that rather than computing individual correlations between variables, multivariate statistical analyses should be performed. This method of analysis would serve to uncover broad patterns of behavior which would more likely reflect the complexity of human nature. The third general research strategy suggested involves examining behavior patterns and mother-child relations as they change over time. This strategy calls for a longitudinal design and the use of cross-lagged panel correlation. (BRT)

ED 111 513 PS 008 036

Hutson, Barbara A.

Children's Free Associations to Single Words and to Meaningfully and Meaninglessly Related Pairs.

Pub Date Apr 75

Note—15p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Elementary Education, *Language Development, *Semantics, *Syntax, Verbal Stimuli, Word Lists

Identifiers—*Free Associations

This study examined the feasibility of one method of investigating the development of children's implicit awareness of syntactic patterns. An enriched version of the free association format was used to test 32 subjects. The principal variables of interest were the subject's grade level, and the syntactic pattern and meaningfulness of the semantic relationship between words in each stimulus pair. Kindergarten, second, fourth and sixth grade boys and girls were individually tested on single words and on meaningfully and meaninglessly related pairs. Results indicated a strong developmental trend in children's tendency to match the syntactic pattern of the 2-word stimulus. This tendency appeared to be sensitive to variations in syntactic and semantic relationships within the stimulus pairs. (GO)

ED 111 514 PS 008 039

Tulkin, Steven R. Covitz, Frances E.

Mother-Infant Interaction and Intellectual Functioning at Age Six.

State Univ. of New York, Buffalo.

Spons Agency—Grant Foundation, New York, N.Y.; National Inst. of Mental Health (D-HEW), Bethesda, Md.

Report No—NIMH-MH-08792

Pub Date Apr 75

Note—12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Attachment Behavior, *Infants, *Intelligence Level, Intelligence Quotient, Kindergarten Children, Language Development, *Longitudinal Studies, Mothers, *Parent Child Relationship, *Social Differences

Identifiers—Reflectivity Impulsivity

This study looked at the relationship between mother-infant interaction and children's performance on cognitive measures at age 6. The data on mother-infant interaction were collected for 30 middle class and 30 working class, first born Caucasian girls, 10 months of age. The data collection consisted of observations made in the home and measures taken in a laboratory setting. In the followup study 5 years later, 25 of the original middle class children and 21 of the working class children were tested with the Illinois Test of Psycholinguistic Ability, the Peabody Picture Vocabulary Test, and the Matching Familiar Figures Test. The results indicated that, for the middle class group, many of the variables measured at home were significantly correlated with later scores on cognitive tests. Although fewer correlations were significant for the working class group, most were in the same direction as for the middle class group. Analysis of the laboratory data and the scores on the cognitive tests revealed a highly consistent set of correlations between early attachment measures and later test scores, especially for the middle class group. It was concluded that mothers' interactions with infants at the age of 10 months were clearly related to the children's cognitive test performance at age 6. (JMB)

ED 111 515 PS 008 064

Stern, Carolyn

Problem Solving and Concept Formation: An Annotated Bibliography.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—California Univ., Los Angeles.; Office of Economic Opportunity, Washington, D.C.

Report No—OEO-4117; SWRL-SR-6

Pub Date Jun 68

Note—120p.

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors—Achievement, *Annotated Bibliographies, Cognitive Development, Cognitive Processes, *Concept Formation, *Early Childhood Education, Educational Experiments, Exceptional Child Research, *Experimental Psychology, Intelligence, Learning Processes, Learning Theories, Personality, *Problem Solving, Research Methodology, Socialization

Identifiers—*Piaget (Jean)

This bibliography, made up of approximately 350 entries concerned with many aspects of problem solving and concept formation in young children, has been designed for use by people primarily involved in experimental research in these areas of child development. Entries include experimental journal articles, conference papers, unpublished research papers, books (and specific book chapters), dissertations and literature reviews, which date from 1955 through 1968, and several earlier articles by Piaget. The wide variety of specific topics include: conservation studies and experimental research dealing with Piaget's theories; intelligence, achievement, memory and learning processes; socialization; learning theories; disadvantaged children and minority group differences; handicapped children; conceptual styles; verbal learning; cognitive development; discrimination learning; personality; research methodology; etc. (ED)

ED 111 516 PS 008 067

Cooper, Grace C.

Getting to Know Your Baby and Yourself: Prenatal to Birth.

Child Welfare League of America, Inc., New York, N.Y.; Consortium on Early Childbearing and Childrearing, Washington, D. C.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Report No—OCD-CB-101(C2)

Pub Date 74

Note—57p.; Book 1 - Parenting Curriculum Individualized Study Books; For resumes of other books in this series, see PS 008 068-072

Available from—Consortium on Early Childbearing and Childrearing, Child Welfare League of America, Inc., Suite 618, 1145 Nineteenth St., N. W., Washington, D.C. 20036 (Paper, Set of 6 books, $12.50)

Document Not Available from EDRS

Descriptors—Child Development, Eating Habits, *Emotional Adjustment, Individual Differences, Nutrition, *Parent Education, *Parenthood Education, Peer Relationship, Physical Characteristics, Physical Health, *Pregnancy, *Prenatal Influences, Recreational Activities, Unwed Mothers

Identifiers—*Consortium on Early Childbearing and Childrearing

This illustrated booklet on prenatal care and birth is part of a related curriculum on parenting and child development designed for school-age mothers. Conception, embryonic and fetal development, the birth process, nutrition during pregnancy, and emotional and physical characteristics of pregnant women are explained. Short quizzes and answers are provided on the material covered in the booklet. Mothers-to-be are encouraged to check with their doctors to ensure good care. It is emphasized that young unwed mothers can continue to socialize with peers and still maintain good health. (BRT)

ED 111 517 PS 008 068

Cooper, Grace C.

Your New Human: Birth to One Month.

Child Welfare League of America, Inc., New York, N.Y.; Consortium on Early Childbearing and Childrearing, Washington, D. C.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Report No—OCD-CB-101(C2)

Pub Date 74

Note—71p.; Book 2 - Parenting Curriculum Individualized Study Books; For resumes of other books in this series, see PS 008 067-072

Available from—Consortium on Early Childbearing and Childrearing, Child Welfare League of America, Inc., Suite 618, 1145 Nineteenth St., N.W., Washington, D.C. 20036 (Paper, set of 6 books, $12.50)

Document Not Available from EDRS

Descriptors—Child Care, Child Development, *Day Care Services, Emotional Adjustment, Family Day Care, Individual Differences, *Infancy, Infant Behavior, Learning Activities, *Parent Child Relationship, *Parenthood Education, Physical Characteristics, Physical Development, Physical Health, *Unwed Mothers

Identifiers—*Consortium on Early Childbearing and Childrearing

Information on the child's first month of life is presented in a self-instructional format. This illustrated booklet is part of a related curriculum on parenting and child development for school-age mothers. The physical appearance of newborns, hospital maternity ward procedures, suggestions for daily schedules for new school-age mothers and their infants, alternatives in day care, and actual infant care are explained. Short quizzes and answers are provided on the material covered in the booklet. Emphasis is placed on the developmental importance of stimulation, learning activities, and interaction between the new mother and infant. (BRT)

ED 111 518 PS 008 069

Cooper, Grace C.

Learning About the World: From One Month to Three Months.

Child Welfare League of America, Inc., New York, N.Y.; Consortium on Early Childbearing and Childrearing, Washington, D. C.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Report No—OCD-CB-101(C2)

Pub Date 74

Note—61p.; Book 3 - Parenting Curriculum Individualized Study Books; For resumes of other books in this series, see PS 008 067-072

Available from—Consortium on Early Childbearing and Childrearing, Child Welfare League of America, Inc., Suite 618, 1145 Nineteenth Street, N.W., Washington, D.C. 20036 (Paper, set of 6 books, $12.50)

Document Not Available from EDRS

Descriptors—Affective Behavior, *Child Care, Child Development, Contraception, Emotional Development, Fathers, Individual Differences, *Infancy, Infant Behavior, Learning Activities, Motor Development, *Parent Child Relationship, *Parent Education, *Parenthood Education, Recreational Activities, Unwed Mothers

Identifiers—*Consortium on Early Childbearing and Childrearing

Information about infants from 1 to 3 months old is presented in a self-instructional format. This illustrated booklet is part of a related curriculum on parenting and child development for school-age mothers. Topics discussed are: (1) Infant care, (2) infant behavior (e.g., thumbsucking, crying), (3) the mother's relationships with the father of the infant, other men, and female peers, and (4) the importance of stimulation and learning activities for maximum infant development. Mothers are encouraged to obtain birth control information from a family planning clinic, doctor, social worker, or other health service. Short quizzes and answers are provided on the material covered in the booklet. (BRT)

ED 111 519 PS 008 070

Cooper, Grace C.

Your Baby Grows: Three to Six Months.

Child Welfare League of America, Inc., New York, N.Y.; Consortium on Early Childbearing and Childrearing, Washington, D. C.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Report No—OCD-CB-101(C2)

Pub Date 74

Note—66p.; Book 4 - Parenting Curriculum Individualized Study Books; For resumes of other books in this series, see PS 008 067-072

Available from—Consortium on Early Childbearing and Childrearing, Child Welfare League of America, Inc., Suite 618, 1145 Nineteenth St., N.W., Washington, D.C. 20036 (Paper, set of 6 books, $12.50)

Document Not Available from EDRS

Descriptors—Affective Behavior, Calisthenics, *Child Care, Cognitive Development, Emotional Development, Individual Differences, *Infancy, Learning Activities, Motor Development, *Parent Child Relationship, *Parent Education, *Parenthood Education, Perceptual Development, Physical Development, Recreational Activities, Unwed Mothers

Identifiers—*Consortium on Early Childbearing and Childrearing

This illustrated booklet on infant growth and development from 3 to 6 months of age is part of a self-instructional curriculum on parenting and child development for school-age mothers. Physical, motor, and social-emotional development of the infant are discussed, with emphasis on possible individual differences in babies. The emotional and social needs of young mothers are discussed and suggestions are made for activities, exercise, diet, and wardrobe selection. Short quizzes and answers are provided on the material covered in the booklet. (BRT)

ED 111 520 PS 008 071

Cooper, Grace C.

You and Baby Are Learning More Each Day: Six to Nine Months.

Child Welfare League of America, Inc., New York, N.Y.; Consortium on Early Childbearing and Childrearing, Washington, D. C.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Report No—OCD-CB-101(C2)

Pub Date 74

Note—56p.; Book 5 - Parenting Curriculum Individualized Study Books; For resumes of other books in this series, see PS 008 067-072

Available from—Consortium on Early Childbearing and Childrearing, Child Welfare League of America, Inc., Suite 618, 1145 Nineteenth Street, N.W., Washington, D.C. 20036 (Paper, set of 6 books, $12.50)

Document Not Available from EDRS

Descriptors—*Child Care, Child Development, Emotional Development, Employment Interviews, *Infancy, Infant Behavior, Job Application, Language Development, Learning Activities, Motor Development, *Parent Child Relationship, *Parent Education, *Parenthood Education, Stranger Reactions, Toys, Unwed Mothers

Identifiers—*Consortium on Early Childbearing and Childrearing

Information about infant growth and development from 6 to 9 months of age is presented in a self-instructional format. This illustrated booklet is part of a related curriculum on parenting and child development for school-age mothers. Stranger anxiety, motor development, toys and learning activites, and language development are discussed. Job-hunting tips are provided for mothers who are planning to work or to change jobs. Short review quizzes and answers are included on the material covered in the booklet. (BRT)

ED 111 521 PS 008 072
Cooper, Grace C.
The End of the First Year: Nine to Twelve Months.
Child Welfare League of America, Inc., New York, N.Y.; Consortium on Early Childbearing and Childrearing, Washington, D. C.
Spons Agency—Office of Child Development (DHEW), Washington, D.C.
Report No—OCD-CB-101(C2)
Pub Date 74
Note—60p.; Book 6 - Parenting Curriculum Individualized Study Books; For resumes of other books in this series, see PS 008 067-071
Available from—Consortium on Early Childbearing and Childrearing, Child Welfare League of America, Inc., Suite 618, 1145 Nineteenth St., N.W., Washington, D.C. 20036 (Paper, set of 6 books, $12.50)
Document Not Available from EDRS
Descriptors—Affective Behavior, *Child Care, Cognitive Development, Emotional Development, Family Life, *Infancy, Infant Behavior, Marriage, Motor Development, *Parent Child Relationship, *Parent Education, *Parenthood Education, Social Development, Unwed Mothers
Identifiers—*Consortium on Early Childbearing and Childrearing
Information on infant growth and development from 9-12 months of age is presented in a self-instructional format. This illustrated booklet is part of a related curriculum on parenting and child development for school-age mothers. Infant emotional behavior, cognitive development, toilet training, walking and other motor skills, and perceptual development are discussed. The final section of the booklet deals with the problems and concerns of the unmarried mother who wishes to marry. The young mother is encouraged to consider how her child will fit into her new life. (BRT)

ED 111 522 PS 008 076
Head Start Services to Handicapped Children. First Annual Report of the U.S. Department of Health, Education and Welfare to the Congress of the United States on Services Provided to Handicapped Children in Project Head Start.
Office of Child Development (DHEW), Washington, D.C.
Pub Date Mar 73
Note—22p.; For the Second Annual Report, see PS 008 077
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Early Childhood Education, Educational Policy, Experimental Programs, Federal Legislation, Federal Programs, *Handicapped Children, Interagency Cooperation, *National Surveys, Policy Formation, *Preschool Programs, Program Development, *Regular Class Placement, Social Planning, Special Services
Identifiers—*Project Head Start
This report records the progress, current status and future plans of the Office of Child Development (OCD) in making Head Start services available to handicapped children in an integrated setting, as mandated in 1972 by Federal legislation. The requirements and history of this legislation are reviewed and the goals and objectives for improving Head Start are outlined. Information on the pattern of services provided to handicapped children through Head Start programs was gathered from a variety of sources, including preliminary survey data from 712 programs, on-site observations, and other Federal agencies. The data collected reflect the status of handicapped children in Head Start programs in the latter part of 1972, and report on: (1) the number of children served in full-year and summer programs; (2) the principal handicapping conditions reported (speech impairment, emotional disturbance and mental retardation); (3) the comprehensive and special services provided, including benefits, to the children; and (4) future program needs. General information concerning the policies, procedures and plans proposed by OCD to meet Federal mandate requirements are outlined. (ED)

ED 111 523 PS 008 077
Head Start Services to Handicapped Children. Second Annual Report of the U.S. Department of Health, Education, and Welfare to the Congress of the United States on Services Provided to Handicapped Children in Project Head Start.
Office of Child Development (DHEW), Washington, D.C.
Pub Date Apr 74
Note—24p.; For the First Annual Report, see PS 008 076
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Early Childhood Education, *Handicap Detection, *Handicapped Children, Language Handicapped, Mentally Handicapped, Multiply Handicapped, Normalization (Handicapped), Parent Counseling, Physically Handicapped, Preschool Curriculum, *Preschool Programs, Program Development, *Regular Class Placement, Special Services
Identifiers—*Project Head Start
This report documents the status of handicapped children in Head Start programs, the number of children being served, their handicapping conditions, and the services being provided. Children professionally diagnosed as handicapped account for at least 10.1 percent of children enrolled in full year Head Start Programs. Nearly 50 percent of the children require a "fair amount" or "practically constant" special assistance. One of the most important services Head Start programs offer a handicapped child is the chance to be in a developmental environment with nonhandicapped children. Local communities are being helped to develop a diagnostic team capability to insure appropriate assessments of young children to serve as a basis for program planning. All Head Start programs enrolling handicapped children require additional training of staff Staff training focuses on attitudes toward handicapped children, growth and development, teaching methods, curriculum development, and speech and language development. Counseling for families of handicapped children, modifying physical facilities, and providing special equipment are among the services Head Start provides for its handicapped children. (BRT)

ED 111 524 PS 008 079
How to do Day Care: Some Shared Experiences.
Day Care and Child Development Council of America, Inc., Washington, D.C.; Southern Regional Education Board, Atlanta, Ga. Southeastern Day Care Project.
Spons Agency—Donner (William H.) Foundation.
Pub Date 74
Note—126p.
Available from—Day Care and Child Development Council of America, 1012-14th Street, N.W., Washington, D.C. 20005 (Paper, $3.50)
Document Not Available from EDRS
Descriptors—After School Programs, Child Development, *Day Care Programs, *Day Care Services, *Early Childhood Education, *Elementary School Students, Family Day Care, Food Service, Health Education, Health Services, *Infants, Parent Participation, Parents, Social Workers, Staff Improvement, Volunteers
This booklet provides basic information for those involved in creating new day care programs or revising existing ones in their own communities. Chapters 1 and 2 offer discussions on basic approaches to day care as well as general aspects of programming. In Chapter 3 three types of staff training are investigated. A black studies inservice training program is described in detail. Chapters 4 and 5 concentrate on health and food. In Chapter 6 the complex role of the social worker within a day care center is discussed, especially in relation to activities which coordinate and provide services to and for families. Chapter 7 considers the topic of parents, the role the center plays in enhancing the parent/child relationship and the role the parents play through various forms of involvement (suggested activities are included). The importance, sources, training and scheduling of volunteers is covered in detail in Chapter 8, including a paper on one center's experience. Chapter 9, 10, and 11 cover more specialized concerns and problems of child care, specifically infants, school-age children's programs, and family day care (here considered as adjunct to community day care programs). (ED)

ED 111 525 PS 008 094
Bell, T. H.
School Leadership and the Community.
Pub Date 13 Apr 75
Note—11p.; Paper presented at the Annual Meeting of the National Association of Elementary School Principals (Minneapolis, Minnesota, April 13, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Child Development Centers, Community Planning, *Early Childhood Education, Health Services, *Home Programs, Neighborhood Centers, Neighborhood School Policy, Nutrition, Outreach Programs, Parent Education, Preschool Children, *School Community Programs, School Community Relationship, *School Services
The importance of using existing local elementary school facilities to benefit preschool children and their neighborhoods forms the basis for suggestions offered in this address. Comprehensive child and community development centers can be created in the schools that would benefit the community by increasing general concern for a higher quality living environment, and benefit the children by preparing them for formal schooling. Elementary schools can become sponsors of home-based preschool education programs through: (1) conducting parenting and outreach classes; (2) coordinating health and welfare programs by providing diagnostic public health services for preschoolers that would be concerned with child welfare, nutrition, and the early identification of handicapping situations; and (3) using existing school library facilities for lending books and toys and conducting clinics and learning seminars. Reasons for using a home-based approach (as opposed to a center-based approach) in promoting preschoolers' development are outlined. Potential gains for the children and the community are stated in both human and economic terms. (ED)

ED 111 526 PS 008 095
Program of Studies. Early Childhood Education: Kindergarten Section.
Fairfax County Schools, Va.
Pub Date Sep 74
Note—152p.; Some pages are colored and may not reproduce clearly
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—*Behavioral Objectives, Classroom Arrangement, Classroom Materials, *Curriculum Guides, *Early Childhood Education, Educational Diagnosis, *Kindergarten, Learning Activities, Parent Teacher Conferences, Reading, Records (Forms), Resources, Self Concept, *Student Centered Curriculum, Student Evaluation, Teaching Techniques
Identifiers—*Virginia (Fairfax)
This manual uses charts and outlines to present a kindergarten program based on the theory that learning is developmental and continuous. The program's integrated subject approach is aimed at enabling children to develop communication skills, intellectual abilities, a positive self-image, and academically appropriate psychomotor skills. These four general goals are outlined in terms of specific behavioral objectives. A working draft of suggested approaches to achieving the stated objectives forms the largest portion of the manual. It includes descriptions of teaching/learning strategies for each objective, organizational alternatives (learning centers, teacher-aide teams, or a combination of the two) and evaluation processes (initial and follow-up assessment tasks for each objective, and guidelines for communicating with parents and maintaining progress records). Appendices to this section of the manual provide further information on planning; reading instruction; use of learning materials and activities such as beads, blocks, tools, and field trips; use and interpretation of the draw-a-man test; and a sample progress report form. A final section offers suggestions for selecting and ordering appropriate classroom equipment and consumable and nonconsumable materials sufficient for a class of 25 students. (ED)

ED 111 527 PS 008 096
Liebert, Robert M. And Others
Television and Social Behavior: A Prototype for Experimental Programming.
Pub Date Apr 75
Note—19p.; Paper presented at the Annual Convention of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Early Childhood Education, Evaluation, *Observational Learning, Planning, *Programing (Broadcast), Socialization, *Television Research, *Television Viewing
Identifiers—*Prosocial Behavior
This paper describes the production of three 30-second prosocial television spots and the evaluation of the effects of these spots on chil-

dren's behavior. The psychological process of observational learning was used to conceptualize the way television viewing influences children's behavior; the three stages of observational learning (exposure, acquisition, and acceptance) served as guides for the production and evaluation phases of this project. Five major principles were followed in planning the content for these spots: (1) the same theme was presented in all three spots, (2) situations were chosen to optimize immediate recognition and understanding by child viewers, (3) physical action was emphasized, (4) verbal statements were used to complement action and explicate both the conflict and solution, and (5) the positive consequences of the behavior to be modeled was accentuated. The rationale and research evidence to support the use of each of these principles was given. The spots were evaluated for the attraction they held for youngsters (exposure), the clarity with which they conveyed the intended message (acquisition), and the overt changes they produced in attitudes and behavior (acceptance). It was concluded that the approach described in this paper was a viable model for the production and evaluation of the whole range of television programming for children. (JMB)

ED 111 528 PS 008 097
McGhee, Paul E.
Television as a Source of Learning Sex Role Stereotypes.
Pub Date Apr 75
Note—16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Age Differences, *Content Analysis, *Elementary School Students, Sex Differences, Sex Role, *Sex Stereotypes, *Television Research, *Television Viewing
This study examined the effects of heavy versus light television viewing on the degree to which children possess sex role stereotypes. Reference was made to content analyses of children's television programs, prime time dramatic programs, and commercials, to show that traditional sex role stereotypes are present in most aspects of television programming. It was thus assumed that children who watched more television would acquire greater knowledge of sex role stereotypes. A TV program checklist was used with children in grades K, 2, 4 and 6 and their parents, to determine the amount of time the children spent watching television. Those who watched 10 hours or less per week were categorized as low TV watchers and those who watched 25 hours or more were categorized as high TV watchers. A total of 80 children (5 boys and 5 girls in each category from each grade level) participated in the study. Each child was given Brown's It test to measure his or her sex-typed toy or activity preference. High TV watchers made significantly higher scores in the It test than low TV watchers, suggesting that TV viewing plays an important role in children's acquisition of sex typing. An attempt to measure longitudinal changes in followup testing one year later did not produce the expected results due to ceiling effects on the It test. Another sex stereotype measure was described and suggested for use in future research. (JMB)

ED 111 529 PS 008 099
Holmes, Monica And Others
The Impact of the Head Start Parent-Child Centers on Children. Final Report.
Center for Community Research, New York, N.Y.
Spons Agency—Office of Child Development (DHEW), Washington, D.C.
Report No—OCD-2997A/H/0
Pub Date Dec 73
Note—60p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Age Differences, *Cognitive Ability, *Cognitive Tests, Comparative Analysis, Home Programs, *Intervention, Norm Referenced Tests, *Preschool Education, Preschool Programs, Program Evaluation, Sex Differences, *Test Results, Validity
Identifiers—DDST, Denver Developmental Screening Test, Parent Child Centers, Preschool Inventory, *Project Head Start, PSI
This report presents results of cognitive ability tests administered to 3 to 5-year olds who were graduating from Parent-Child Center (PCC) programs in 14 cities. PCC programs are designed to maximize the potentialities of low income preschoolers through in-center, home-based, or in-center/home-based combination programs. The findings reflected outcomes expected from the educational component. Test scores for the experimental children were compared to national norms on the Preschool Inventory (PSI) and Denver Developmental Screening Test (DDST) and to scores for groups of Home Start children tested prior to their enrollment in Home Start programs in other communities. Descriptions of procedures used included information on tester training, instrument adaptations, testing problems, and validity. Data were subanalyzed by group, rural/urban setting, sex, and age. Scores of PCC children were somewhat better on a majority of items than either national norms or scores of the Home Start comparison group, especially on questions dealing with labelling, concept formation, shapes, and colors. Groups showed minimal differences on the DDST. Overall conclusions indicated that PCC seemed to have an impact on the children enrolled, though the evidence is not statistically strong. (ED)

ED 111 530 PS 008 100
May, Dean L. Vinovskis, Maris A.
A Ray of Millennial Light: Early Education and Social Reform in the Infant School Movement in Massachusetts, 1826-1840. Final Report.
Brown Univ., Providence, R.I.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No—BR-1-A-056
Pub Date Jan 74
Grant—OEG-1-72-0006(509)
Note—96p.; Filmed from best available copy
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Child Development, Diaries, Disadvantaged Youth, *Early Childhood Education, *Educational Change, *Educational History, Educational Policy, *Educational Practice, Educational Theories, Family (Sociological Unit), Graphs, Immigrants, Infants, Preschool Children, Private Schools, Public Schools, *Social Action, Social Class
Identifiers—Infant Schools, *Massachusetts
This study provides a historical setting for the current interest in preschool education by examining the assumptions and efforts of educators and politicians involved in establishing preschool programs in Boston during the 1830's. Parallels are drawn between the early education experiments detailed here and those undertaken recently, in order to provide a basis for evaluating current problems and establishing future directions. The main concern of the study is the dynamics of the interaction of Boston social elites, educational theorists, public school officials, and a larger body of civic-minded supporters of the schools as revealed in diaries, public and infant school records, and the social data of Boston and Concord from the period. The history of the development, impact, and demise of these early experiments is examined by describing the influence of English social reform precedents on the founding of American infant schools in the mid 1820's, the character and objectives of the early infant schools in Boston, and the conflict over educational assumptions which eventually led to the decline and collapse of support for preschool education by the 1840's. These early efforts apparently were forgotten by the time the kindergarten movement began in the 1860's. Some conclusions are drawn concerning the shifts in attitudes toward early childhood education in the nineteenth century. (ED)

ED 111 531 PS 008 101
Bell, T. H.
Parenting and the Public Schools.
Pub Date 2 Jun 75
Note—12p.; Paper presented at the Annual Convention of the National Congress of Parents and Teachers (Atlantic City, New Jersey, June 2, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Adolescents, Child Development, Community Health Services, *Educational Policy, High School Curriculum, High School Students, Parent Education, *Parenthood Education, *Public Schools, *Secondary Education
The United States educational system has a responsibility to provide adults with the necessary education to raise healthy, productive children. Learning how to be a parent does not appear to be a routine part of the growing-up process today. Therefore, in order to maximize the essential early development of children, parenthood training becomes increasingly important. People can be taught to become effective parents by teaching them about child growth and development. It is suggested that this training should take place in the secondary school since this is often the last formal education many young citizens will receive. Several existing programs which train people to become informed parents are described. Additional programs are needed through which parent education and child development services could be delivered to communities through neighborhood schools. (BRT)

ED 111 532 PS 008 102
Lystad, Mary
A Child's World as Seen in His Stories and Drawings.
National Inst. of Mental Health (DHEW), Rockville, Md.
Report No—DHEW-ADM-74-118
Pub Date 74
Note—131p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 1724-00380, $3.10)
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—*Art Expression, Booklists, *Child Development, *Childrens Literature, Chinese Culture, Content Analysis, *Creative Writing, *Elementary Education, Elementary School Students, Freehand Drawing, Literature Appreciation, Recreational Reading, Russian Literature
Identifiers—*National Institute of Mental Health
Children's own stories and drawings as well as data on children's choices for reading material were analyzed by race, sex, and age for preferences in settings, actors, and need representation. Books for children chosen by literary critics and by persons who buy books for children were also analyzed for what children and adults look for in these books in terms of settings, actors, and needs. Children's creative writing and children's and adults' book choices were compared to ascertain similarities and differences in depiction of social behavior. The children in the study were 540 first, third, and fifth graders in six racially integrated schools in New Orleans. Many of their stories and drawings are included. Appendices contain lists of book choices of children and for children, adult reviewer book choices for children in 1971-1972, best-selling children's books for 1971-1972, and a comparison of early American, modern Russian, and Chinese books for children. (BRT)

ED 111 533 PS 008 120
A Maryland State Plan for Coordinated Child Development Services.
Maryland Community Coordinated Child Care (4-C) Committee, Baltimore.
Spons Agency—Maryland State Dept. of Employment and Social Services, Baltimore.
Pub Date 74
Note—269p.
Available from—Maryland 4-C Committee, Inc., Suite 300, 1123 North Eutaw Street, Baltimore, MD 21201 (Paper, no charge but send $1.00 to cover postage and handling)
EDRS Price MF-$0.76 HC-$13.32 Plus Postage
Descriptors—Child Abuse, *Comprehensive Programs, Day Care Programs, Delivery Systems, Demography, *Early Childhood Education, Health Services, *Interagency Coordination, Social Services, State Departments of Education, State Federal Aid, State Legislation, State Licensing Boards, *State Programs, *State Surveys, Voluntary Agencies
Identifiers—Community Coordinated Child Care (4C), *Maryland
This document represents the first phase of Maryland's comprehensive child development plan. It includes: (1) statistical information on Maryland's children and their families, including population and demographic trends, income, health and social services and out-of-home care programs, (2) a definition of comprehensive child care and child development and the identification of services required to meet that definition, (3) a description of the legal base through which public programs and services are provided for young children and their families, (4) a review of

licensing statutes and regulations for out-of-home child care, with recommendations for an improved system, (5) information and recommendations major child development programs and services including group and family day care, health and social services, educational programs, nutrition and child abuse, (6) priorities expressed by the county 4-C Councils and the Baltimore City 4-C Council, (7) the amount and source of Federal grants-in-aid for children's services and their allocation by program and political subdivision, (8) a discussion of the status of training for child care, child development and early childhood education personnel, (9) the volume, nature and scope of the child development services provided by voluntary agencies and hospitals, (10) an annotated list of major studies pertaining to Maryland's children, (11) major recommendations for an interagency structure with parent and citizen participation, and a statewide network for coordinating comprehensive child development services. (GO)

RC

ED 111 534 RC 006 232
McElroy, Robert C.
The Hired Farm Working Force of 1971. A Statistical Report. Agricultural Economic Report No. 222.
Economic Research Service (DOA), Washington, D.C. Economic Development Div.
Report No—AER-222
Pub Date Mar 72
Note—33p.; For related documents, see ED 020 361; ED 051 357; RC 008 805; RC 007 285
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Agricultural Laborers, *Employment, Employment Statistics, *Farm Labor, Income, Labor Force, Manpower Utilization, *Migrant Workers, Residential Patterns, Seasonal Laborers, *Statistical Data, Wages
Information is given on the size and composition of the 1971 hired farm working force (HFWF) and on the employment and cash earnings from farm and nonfarm wagework obtained during the year. Data were obtained from a survey conducted by the Bureau of the Census as a supplementary part of the regular Current Population Survey made in December 1971. There were about 2.6 million persons 14 years of age and over who did some farmwork for cash wages during 1971. This slight increase (4 percent) from the 2.5 million in 1970 reversed the declining trend in process since 1967. Members of the 1971 HFWF were mostly young (median age 22), white (78 percent), male (76 percent), persons living in nonfarm places (73 percent). They earned an average of $882 in cash wages, or $11.60 a day for 76 days of farm wagework. Only 19 percent were engaged chiefly in farm wagework. Of these, 285,000 were year-round workers, who were the most fully employed and highest paid, averaging 317 days of farm wagework and earning $3,799. About 58 percent (primarily housewives and students) were not in the labor force most of the year. About 172,000 (7 percent) of the total were domestic migratory workers. This was a drop of 12 percent from 196,000 in 1970 and a continuation of the 4-year declining trend in migrant numbers, while the remainder of the hired farmworkers reverse the downward trend and increased by 4 percent. (Author/NQ)

ED 111 535 RC 007 285
McElroy, Robert C.
The Hired Farm Working Force of 1972. A Statistical Report. Agricultural Economic Report No. 239.
Economic Research Service (DOA), Washington, D.C. Economic Development Div.
Report No—AER-239
Pub Date Mar 73
Note—34p.; For related documents, see ED 020 361; ED 051 357; RC 008 805; RC 006 232
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Agricultural Laborers, *Employment, Employment Statistics, *Farm Labor, Income, Labor Force, Manpower Utilization, *Migrant Workers, Seasonal Laborers, *Statistical Data, Wages
Information on the size and composition of the 1972 hired farm working force (HFWF) and on the employment and cash earnings from farm and nonfarm wagework obtained during the year is presented. Data were obtained from a survey conducted by the Bureau of the Census as a supplementary part of the regular Current Population Survey made in December 1972. In 1972, there were 2.8 million persons 14 years of age and over who did some farmwork for cash wages during the year. This was a 7 percent increase from the 2.6 million in 1971. Members of the 1972 HFWF were mostly young (median age 23), white (85 percent), male (77 percent), persons living in nonfarm places (72 percent). They earned an average of $1,160 in cash wages, or $13.20 a day for 88 days of farm wagework. Only 24 percent were engaged chiefly in farm wagework. Of these, 367,000 were year-round workers, who were the most fully employed and highest paid, averaging 306 days of farm wagework and earning $4,358. About 52 percent (primarily housewives and students) were not in the labor force most of the year. About 184,000 (7 percent) of the total were domestic migratory workers. This was an increase of 7 percent from 172,000 in 1971 and reversed the declining trend in the number of migrants which began in 1965. The remainder of the hired farmworkers, the nonmigratory, increased by 9 percent over 1971. (Author/NQ)

ED 111 536 RC 008 691
Miller, Michael V.
Variations in Mexican-American Family Life: A Review Synthesis.
Texas A and M Univ., College Station. Texas Agricultural Experiment Station.
Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.
Report No—TAES-NC-128
Pub Date Aug 75
Note—38p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 1975)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Dating (Social), *Family Life, *Family Relationship, Family Role, Intermarriage, *Literature Reviews, *Mexican Americans, *Research, Review (Reexamination), Sociocultural Patterns, Sociology
A review of the published empirical literature on families in the several areas of concentrated Mexican American settlement (primarily California, Arizona, Colorado, New Mexico, Texas, and various cities in the Midwest) is presented in this paper. Objective is to provide a frame of reference on the sociology of Mexican American families. Variations in family behavior appear to be linked to such factors as socioeconomic status, nativity, age and generation, specific place of residence, and language use patterns. Therefore, this synthesis is concerned with family variance "per se" by considering a number of relevant factors (i.e., age, occupational status, educational attainment, and community of residence). Studies dealing with the following topics are cited: 1) the extended family; 2) family roles; 3) dating and courtship; 4) ritual kinship relations; and 5) intermarriage. The paper is concluded with some general comments on family disorganization and family persistence. (NQ)

ED 111 537 RC 008 700
Brown, David L.
Socioeconomic Characteristics of Growing and Declining Nonmetropolitan Counties, 1970. Agricultural Economic Report No. 306.
Economic Research Service (DOA), Washington, D.C. Economic Development Div.
Report No—AER-306
Pub Date Aug 75
Note—51p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Age, Census Figures, Economically Disadvantaged, Education, Family Income, Labor Force, Minority Groups, Occupations, *Population Growth, *Population Trends, Racial Composition, *Rural Areas, Sex Differences, *Socioeconomic Status, Southern States, *Statistical Analysis, Tables (Data)
Identifiers—Counties, *Population Decline
Utilizing data compiled from the 1970 U.S. Census of Population, this statistical analysis presents a comparison of the socioeconomic characteristics of growing and declining nonmetropolitan U.S. counties. In addition, separate analyses are presented for whites and racial minorities and for South and nonsouth regions (since analysis is limited to those counties having at least 250 racial minority residents and since 2/3 of these are located in the South, the analysis of national level nonmetropolitan data is heavily weighted by southern counties). This analysis indicates that when compared with growing nonmetropolitan counties, the declining nonmetropolitan counties have: (1) a deficit of working age population; (2) a higher proportion of dependent age groups; (3) a lower median educational attainment among the minority population; (4) a lower rate of female participation in the labor force (33.7% vs 37.9%); (5) a lower median family income ($6,546 vs $8,027); (6) less employment in manufacturing (23.1% vs 26.9%); (7) a higher than average amount of employment in low-wage/low-skill extractive industries (20.1% vs 6.5%); and (8) a higher percentage of families whose income falls below the poverty line. This analysis indicates a declining population affects an area's socioeconomic composition, age and labor force structures, and its ability to generate income. (JC)

ED 111 538 RC 008 718
Picou, J. Steven Carter, T. Michael
Residence and the Dynamics of Status Attainment as Related to Aspiration Formation.
Texas A and M Univ., College Station. Texas Agricultural Experiment Station.
Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.
Report No—TAES-H-2811; USDA(CSRS)-S-61; USDA(CSRS)-S-81
Pub Date Aug 74
Note—36p.; Paper presented at the Annual Meeting of the Rural Sociological Society, (Montreal, Canada, August 1974)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Academic Aspiration, Caucasians, Comparative Analysis, Grade Point Average, *High School Students, Males, *Occupational Aspiration, Parent Influence, Peer Groups, *Rural Urban Differences, Seniors, *Social Influences, Status, Teacher Influence
Identifiers—*Louisiana
In an effort to understand the dynamics of the status attainment process, the effects of significant-other influence on aspirations were considered. Data were derived from group administered questionnaires of a proportionate, stratified, random cluster sample of Louisiana high school seniors. Utilizing data on 1,241 white males, residence controls were employed and the dynamics of significant-other influence were analyzed across 5 community of origin categories (rural non-farm; rural-farm; villages of less than 2,500; small cities of 1,500 to 100,000; and large cities of 100,000 or more). The variables employed were: occupational and educational aspiration (dependent); father's and mother's education and father's occupation (exogenous); and high school grade point average, educational encouragement (parental, teacher, and peer), and peer modeling behavior (intervening). Results indicated that peer modeling influence had the strongest effects on aspirations when contrasted to other forms of significant-other influence. The impact of peer modeling behavior on aspirations was found to be singificantly greater in rural than urban communities, while an opposite residential trend was observed for parental influence. Results were interpreted in terms of the structural character of peer-group influence and suggestions were made for further research. (JC)

ED 111 539 RC 008 719
Picou, J. Steven And Others
Race-Sex Variations in the Dynamics of Status Attainment as Related to Aspiration Formation: A Causal Analysis.
Texas A and M Univ., College Station. Texas Agricultural Experiment Station.
Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.
Report No—TAES-H-2811; USDA(CSRS)-S-61; USDA(CSRS)-S-81
Pub Date Mar 74
Note—35p.; Paper presented at the Annual Meeting of the Southwestern Sociological Association (Dallas, Texas, March 1974); Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—*Academic Aspiration, Caucasians, Comparative Analysis, Females, Grade Point

Average, High School Students, Males, Negroes, *Occupational Aspiration, Parental Background, Parent Influence, Peer Groups, *Racial Differences, Rural Urban Differences, Seniors, *Sex Differences, *Social Influences, Teacher Influence
Identifiers—*Louisiana

In an effort to understand the dynamics of the status attainment process, the effects of significant-other influences were analyzed in terms of sexual and racial differences. Data were derived from a proportionate, stratified, random cluster sample of Louisiana high school seniors. High schools were stratified on the basis of residence (urban/rural), school type (public/parochial), race (black/white), and size of senior class (less than 100, 100-500, and over 500). Group administered questionnaires provided responses for: 1,175 white males; 287 black males; 1,168 white females; and 390 black females. The variables employed were: father's and mother's education and father's occupation (exogenous); high school grade point average, educational encouragement (parental, teacher, and peer), and peer modeling behavior (intervening); and educational and occupational aspiration (dependent). Results indicated that: (1) school performance and peer modeling were the most important variables in the formation of career aspirations of all respondents, regardless of race/sex criteria; (2) peer influence was a modeling influence for black and white youth of both sexes; and (3) mother's education influenced black and white female aspirations, while school performance and peer modeling significantly influenced male aspirations. (JC)

ED 111 540 RC 008 720
Gonzales, Tobias, Ed. *Gonzales, Sandra, Ed.*
Perspectives on Chicano Education.
Chicano Fellows, Stanford, Calif.
Pub Date 75
Note—173p.; For related documents, see RC 008 721-724
Available from—Office of Chicano Affairs, Stanford University, Building 1, Room 1B, Stanford, California 94305 ($2.00)
Document Not Available from EDRS
Descriptors—Bilingual Education, *Educational Assessment, *Educational Change, Educational Legislation, Ethnic Studies, Federal Legislation, Films, *Governance, Inservice Teacher Education, Literature Reviews, *Mexican Americans, Problem Solving, Student Attitudes, *Student Publications
Identifiers—*Chicanos

Written by Stanford University students, the 9 articles in this publication reflect student ideas on Chicano education. Their aim is to stimulate new ideas and discussion on Raza Education. The majority of the articles were written by students in the Department of Education and by students working toward a Ph.D. degree. Divided into 3 parts, the articles discuss educational reform, current approaches to school governance, and educational review. Articles in Part I are: (1) "An In-Service Rationale for Educators Working With Mexican American Students,", (2) "No One Single Solution", and (3) "A Cross-National Analysis of Chinese and American Educational Reforms: Applicability and Inapplicability to the Education of the Chicano in the United States". Part II consists of 2 articles: (1) "An Economic Analysis of Bilingual Bicultural Education Legislation at the Federal Level", and (2) "Cultural Pluralism, School Governance, and the Chicano Community". The 4 articles in Part III are: (1) "A Study of the Nature of Chicano Studies Derived From Twelve Proposals for Chicano Studies", (2) "Early Bilingualism and Cognition: A Survey of the Literature", (3) "Problem Solving: A Review", and (4) "Toward the Development of Raza Cinema". (NQ)

ED 111 541 RC 008 721
San Miguel, Guadalupe, Jr.
No One Single Solution.
Chicano Fellows, Stanford, Calif.
Pub Date 75
Note—20p.; For related documents, see RC 008 720, RC 008 722-724
Available from—Not available separately, see RC 008 720
Document Not Available from EDRS
Descriptors—Adult Leaders, *Attitudes, Bilingual Education, *Change Agents, *Educational Alternatives, Educational Responsibility, *Educational Theories, *Mexican Americans, Problem Solving
Identifiers—*Chicanos

Recently a great deal of attention has been given to Chicano education. Much of the agitation for Chicano recognition within the educational system has been spearheaded by the youth in the public schools and by a small number of older and respectable Chicano activists and educators. This paper analyzes various educational reforms suggested by some influential educational leaders. The educational ideas of 8 Chicano and 1 Anglo leaders who appeared before the Select Committee on Equal Educational Opportunity of the U.S. Senate in Washington, D.C., on August 18-21, 1970 are examined. The ideals of these educators and some of the underlying assumptions that they make about the nature of changes schools can make and the nature of social change are discussed, pointing out the direction Chicano educators are going. These leaders' ideas display a shift away from the cultural determinist perspective, which has dominated sociological and anthropological literature since the late 50's. Only one of the 9 educators used a variation of the cultural determinist theory as an analytical framework. The others favored the structural-environmental determinist theory or a variation of it. (Author/NQ)

ED 111 542 RC 008 722
Gonzales, Tobias
An Economic and Political Analysis of Bilingual Bicultural Education Legislation at the Federal Level.
Chicano Fellows, Stanford, Calif.
Pub Date 75
Note—16p.; For related documents, see RC 008 720-721, RC 008 723-724
Available from—Not available separately, see RC 008 720
Document Not Available from EDRS
Descriptors—Biculturalism, *Bilingual Education, *Educational Finance, *Educational Legislation, *Federal Government, *Mexican Americans, Personnel, Policy Formation, Politics

The Bilingual Act first became law as a part of the Elementary and Secondary Education Amendments of 1967. At that time Congress appropriated $7 1/2 million for Bilingual Education programs. In 1974 according to "Education Daily" nearly $60 million will be spent. This paper makes an economic and political analysis of current Bilingual legislation and funding at the Federal level. Recommendations on policy and budget for the 1975-76 school year are also made. Divided into 5 major areas, the paper discusses: (1) the key issues behind Bilingual Education, (2) the merits and drawbacks of current legislation, (3) relevant studies that are significant for Bilingual programs, (4) positions of various powerful voting groups, and (5) recommendations for future policy and funding. (Author/NQ)

ED 111 543 RC 008 723
Zuniga, Alfred I. *Rigby-Acosta, Barbara*
A Study of the Nature of Chicano Studies Derived from Twelve Proposals for Chicano Studies Written Between 1968 and 1974: A Tentative Description.
Chicano Fellows, Stanford, Calif.
Pub Date 75
Note—22p.; For related documents, see RC 008 720-722, RC 008 724
Available from—Not available separately, see RC 008 720
Document Not Available from EDRS
Descriptors—Community Role, Conflict, *Educational Alternatives, *Ethnic Studies, *Mexican Americans, *Program Proposals, *Review (Reexamination), Student Role, Teacher Role
Identifiers—*Chicanos

By examining 12 proposals for Chicano Studies written between 1968 and 1974, this paper attempts to answer the following questions: (1) "What are the ends of Chicano Studies?", and (2) "What is meant by the term 'Chicano Studies'?" Material for reflection regarding what the proposals have collectively described as the essence of Chicano Studies is presented. The paper takes an in-depth view as to the extrinsic (Chicano community) and intrinsic (institutions of formal education) rationale of Chicano Studies. The paper also identifies the role of community, students, and staff; describes the nature of Chicano Studies; describes the conflict between Chicano Studies and the educational system; and proposes alternatives for Chicano Studies. (Author/NQ)

ED 111 544 RC 008 724
Camplis, Francisco X.
Toward the Development of a Raza Cinema.
Chicano Fellows, Stanford, Calif.
Pub Date 75
Note—20p.; For related documents, see RC 008 720-723
Available from—Not available separately, see RC 008 720
Document Not Available from EDRS
Descriptors—*Audiovisual Communication, Change Strategies, *Cultural Exchange, Educational Theories, *Films, Information Dissemination, *Mexican Americans, *Social Change
Identifiers—*La Raza

Chicano teatro, poetry, and art appear to be more developed forms of Chicano cultural expression. Chicano literature and film are just getting off the ground. Film is the least developed of the two, primarily because it is an expensive medium. However, this medium can be a tool for social change. "Raza Cinema" could Conceivably include in addition to Chicanos, Puerto Ricans, Native Americans, and Latinos, Cuban filmmakers residing in the United States who are in agreement with the struggle for liberation of Raza politically, philosophically, and aesthetically. Raza Cinema could also reach out internationally and form linkages with other Mexicanos and Latin Americanos and other Third World oppressed peoples struggling for liberation. Therefore, this paper discusses some of the background, ideas, and ingredients necessary for the development of Raza Cinema. Brief comments on 3 Chicano films are given: (1) "Yo Soy Chicano", (2) an untitled short color film on the theme of drugs, and (3) "I Am Joaquin". (Author/NQ)

ED 111 545 RC 008 725
Gore, Jane S. *Moore, Dan E.*
One Approach to Rural Outreach: Community Development Centers in Clinton County, New York, and Their Implications for Cooperative Extension.
Pub Date Aug 75
Note—16p.; Paper presented at the Annual Meeting of the Rural Sociological Society, (San Francisco, California, August 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Community Development, Community Relations, Cooperative Programs, Delivery Systems, Evaluation, *Extension Education, *Interagency Coordination, *Policy Formation, *Rural Areas
Identifiers—*New York (Clinton County)

The Clinton County (New York) Community Development Center (CDC) system was examined to determine its appropriateness for Cooperative Extension Services. Nine active CDC's were investigated via personal interviews and report review to assess CDC scope, activities, audiences, successes, failures, local government support, and potentials. Emphasizing the necessity for a systematic flow of information, findings indicated that successful CDC's should make provisions for: (1) definitive goals and objectives; (2) evaluation of objectives; (3) the director's role, employment guidelines, and pre-job and on-job training; (4) decisions about CDC policy making and implementation; (5) CDC location and facility availability; and (6) CDC relationship and coordination with other centers, community organizatns, and extra-community agencies. It was concluded that Cooperative Extension could provide CDC with support and leadership via: (1) record keeping, reporting to town officials, and publicity; (2) educational provisions for middle class families in addition to established low income educational provisions; (3) educational provisions for CDC directors (a 16 week course on decision making, supervision, etc.); (4) provision for systematic performance evaluation; and (5) assistance in extended involvement of community volunteers to facilitate CDC communications. (JC)

ED 111 546 RC 008 726
Koebernick, Thomas E. *Markides, Kyriakos S.*
Natural Decrease in Texas Counties.
Pub Date Aug 75
Note—19p.; Paper presented at the Annual Meetings of the Rural Sociological Society, (San Francisco, California, August 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Age, *Birth Rate, Census Figures, *Comparative Analysis, Demography, *Migra-

tion Patterns, *Population Trends, Rural Urban Differences, *Spanish Speaking, Tables (Data)
Identifiers—Counties, *Population Decline, Texas
In replication of other studies, the natural decrease of Texas population was examined in terms of the effect of migration and fertility. Utilizing Texas and U.S. vital statistics and the 1970 U.S. Census of Population, Texas population trends were analyzed for the 1968-72 period by dividing the 254 Texas counties into: (1) 65 natural decrease counties (those registering more deaths than births); (2) 132 low natural increase counties (those below the state average); (3) 57 high natural increase counties (those above the state average). Findings indicated natural decrease counties: (1) were smaller; (2) consituted less than 6% of the population; (3) were primarily rural; (4) experienced net-in-migration gains in 18 of the 65 counties; (5) had a population with an average median age of 41.1 years; (6) had a low proportion of Spanish-speaking population; (7) had a lower fertility level than the increase counties, but had a level above replacement levels. It was concluded that: (1) the presence of Spanish-speaking populations influenced fertility differentials, since counties with large Spanish populations experienced high levels of natural increase in spite of high levels of out-migration because of high fertility; and (2) migration trends for longer time intervals and by age should be examined to determine the effect of migration on age structure and natural decrease. (JC)

ED 111 547 RC 008 727
Smith, Leslie W.
Socioeconomic Characteristics of the Spanish Origin Hired Farm Working Force, 1973.
Pub Date 22 Aug 75
Note—31p.; Paper presented at the Annual Meetings of the Rural Sociological Society, (San Francisco, California, August 22, 1975); Some pages may reproduce poorly
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Academic Achievement, Age, *Agricultural Laborers, Anglo Americans, *Comparative Analysis, Employment, *Ethnic Groups, *Migrant Workers, Migration Patterns, Negroes, Sex (Characteristics), *Socioeconomic Influences, Spanish Speaking
The differentials between Spanish origin and other ethnic groups of farm wageworkers were investigated by comparative analyses of age, sex, education, migratory status, employment, and earnings. Farmworkers were defined as persons 14 years and over in the civilian noninstitutional population who performed farm wagework at some time during 1973, even if only for one day. Data were obtained in December 1973 from the annual Hired Farm Working Force survey conducted as a supplementary part of the Current Population Survey. Approximately 45,000 households were interviewed during this month. This sample was drawn from 461 areas including 923 counties and independent cities, with coverage in each of the 50 States and the District of Columbia. Among the findings were: (1) only 4.4% of the employed Spanish origin population were engaged in agricultural work as farmers, farm managers, laborers, and foremen; (2) approximately 13% of the total 2.7 million persons in the farm working force were of Spanish origin, 14% were Blacks and others; (3) Spanish origin farmworkers were an older group of workers; and (4) within the Spanish origin farm labor force, a larger proportion was migratory compared with other ethnic groups. (NQ)

ED 111 548 RC 008 728
Axinn, George H.
Changing Perspectives on Rural Development.
Pub Date 21 Jul 75
Note—31p.; Paper presented at the MUCIA Wingspread Colloquy (Racine, Wisconsin, July 21-23, 1975)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Cost Effectiveness, Definitions, Developing Nations, *Interaction Process Analysis, *Models, *Rural Development, Social Change, *Social Systems, *Theories
Identifiers—*Reciprocal Interdependence, Rural Renaissance
The purpose of this presentation is to examine changing perspectives of rural development in an effort to better understand change in rural social systems and to analyze interactions between systems in general. The 1st section of this report is devoted to an analytic framework for intersystem interaction which entails a donor/recipient construct designed to achieve intersystem diplomacy by taking account of all professional, human, administrative, and political components in each system. The concepts of an international elite and a superiority syndrome are also presented in this section. Section 2 presents an analytic framework for rural development (defined in terms of underdevelopment, overdevelopment, and balanced development cycles as measured by utilization of resources), and presentation is made of a rural development model which describes 8 major components and their linkage systems, providing for: (1) analysis of the effect of a component change; (2) evaluation of the equity and cost-benefit ratio of individual components; and (3) measurement of the direction of component transactions. In light of the models presented, the 3rd section proposes a doctrine of interactive reciprocity between the rural social systems and the governments of each country and between nation/states to facilitate a rural renaissance. (JC)

ED 111 549 RC 008 730
Ishkanian, Mark, Comp. And Others
Directory of Nature Centers, Outdoor Study Areas and Environmental Education Centers in New York State. Spring 1975 Edition.
New York State Dept. of Environmental Conservation, Albany.; New York State Outdoor Education Association, Syracuse.
Pub Date 75
Note—37p.; Prepared with the cooperation of '76 Environment, Albany, New York
Available from—NYSOEA Directory, Box 26, Syracuse, New York 13215 ($2.00)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Directories, *Environmental Education, *Facilities, *Nature Centers, *Outdoor Education, *Programs
Identifiers—New York
Compiled from survey responses, this publication constitutes the second edition of a guide to established outdoor and environmental education centers in the State of New York. Organized by region (Environmental Conservation Regions of New York State) and by county, approximately 80 entries are presented. Each entry includes: (1) the center's name, address, phone number, supervisor's name, and affiliations; (2) a brief description of the center's facilities; and (3) the kind of educational programs offered. (JC)

ED 111 550 RC 008 731
Wijetunga, W. M. K., Comp.
Rural Youth and Out-of-School Education in Asia. Report of a Regional Seminar (Tagaytay, Philippines, 30 September - 5 October, 1974).
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.
Pub Date 30 Sep 74
Note—36p.
Available from—UNIPUB, P.O. Box 433, New York, New York 10016 ($3.75)
Document Not Available from EDRS
Descriptors—Community Involvement, Community Resources, Economic Development, *Educational Needs, International Programs, Organization, *Out of School Youth, Planning, *Policy Formation, *Program Development, Research Needs, Rural Development, *Rural Youth, Seminars, Training, Womens Education
Identifiers—*Asia
Bringing together the thinking and practical experiences of Asian Member State representatives in the United Nations, this report on Asian rural youth and out-of-school education is derived from a 1974 seminar held in the Philippines. The seminar conclusions and recommendations presented emphasize the following: (1) Potential of Out-of-school Rural Youth; (2) Learning Needs (sensitivity to local environments, youth/community participation in needs identification, and program recognition of the importance of achieving attitudinal changes); (3) Planning Strategies (educational policy conceived as an integral part of total rural development which complements both in- and out-of-school populations); (4) Organization (program coordination to include a national policy making agency, coordination mechanisms at the provincial/district levels, and maximum use of existing local resources); (5) Training (local people to act as program "animators", developing locally productive skills and exploiting employment generation and economic returns); (6) Research (systematic exploration of attitudinal change, effective educational techniques, and cost-benefits); (7) Recognition of and Program Development for the Special Needs of Girls and Women; and (8) International Cooperation (information collection/dissemination and inter-country transfer of experiences, training opportunities, and methodology development). (JC)

ED 111 551 RC 008 732
Leonard, Olen E.
Residential Shifts and Ethnicity: A Study of Adjustment of Household Heads Recently Moved from Farms to Small Towns in Central Arizona.
Pub Date 21 Aug 75
Note—16p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 21-24, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Academic Achievement, *Adjustment (to Environment), *American Indians, Anglo Americans, Attitudes, Career Change, *Farmers, *Mexican Americans, Migrants, Negroes, *Relocation, Socioeconomic Influences
Identifiers—*Arizona
The study surveyed the magnitude of the adjustment process for a sample of Anglo, Mexican American, Black, and American Indian families that had recently shifted their residences from farms to small towns in the western, irrigated sections of Pinal County, Arizona. Data were obtained from 374 (78 Anglo, 102 Black, 98 Mexican American, and 96 Indian) male heads of unbroken households, under 60 years of age, able to work, who had lived in the county for 12 months or longer, and were employed as farm workers or had been so employed within the past 10 years. Analysis involved cross classification of data into numerous contingency tables as well as scales and indexes. Scales utilized involved (1) material possessions, (2) the awareness of informants of certain local organizations and activities, and (3) statements concerning satisfaction with the urban environment and its correlates as they had experienced them. Among the findings were: (1) attitudes of Blacks and Anglos were more closely related to each other than to the other groups; (2) relatively more Mexican Americans and Indians remained in farmwork after moving into the towns; and (3) Mexican Americans demonstrated a higher level of satisfaction with their new residence even though they were still concentrated in farm occupations. (NQ)

ED 111 552 RC 008 733
Black, Augustus Melton
A Descriptive Study of the Culture of the Small Community of Cherryville, North Carolina, and Illations Concerning the Preservation of the Local High School.
Pub Date Jul 75
Note—175p.; Ph.D. Dissertation submitted to Walden University
Available from—Black-Starling, Inc., 903 East First St., Cherryville, North Carolina 28021 ($10.00)
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—Beliefs, *Community Attitudes, Consolidated Schools, *Cultural Background, *Decision Making, Doctoral Theses, *Educational Attitudes, High Schools, Life Style, Local History, *Rural Areas, Small Schools, Values
Identifiers—*North Carolina (Cherryville)
The small rural community of Cherryville, North Carolina was examined to determine the relationship between its cultural background and its decision making processes. Specific objectives were to: (1) identify and record insights into the culture of the community; (2) include and preserve an accurate record of the cultural practices and beliefs; (3) interrelate the culture and tradition with the preservation of the local high school; (4) document some of the unique traditional community practices and colloquialisms; (5) present the community's position relative to the school system and its unified effort to support and preserve the local high school; (6) formally research the culture of a small community; (7) identify and infer strengths to be found in opposition to school consolidation; and (8) provide useful information for other small communities. Personal interviews, observations, historical research, tape recordings, and photographs were employed

to describe and define the community's cultural beliefs and practices. It was concluded that the fundamental and basic life style of a given community is of great significance to those involved in the decision making process and that only through consideration and understanding of the peculiarities of individual communities can worthwhile decisions be made in the best interest of all mankind. (Author/JC)

ED 111 553 95 RC 008 734
The Indian Education Act of 1972 -- A Brief History, Analysis, Issues and Outlook.
CPI Associates, Inc., Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.
Pub Date 15 Nov 73
Note—104p.
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—*American Indians, Birth Rate, Community Role, Demography, Dropout Rate, *Educational Legislation, *Educational Problems, Financial Support, Futures (of Society), Health, *History, *Program Planning
Identifiers—*Indian Education Act 1972
Analyzing the Indian Education Act of 1972, this report presents both historical background and future projections relative to the Act. The history of the Act is presented in terms of discussion on: (1) Legislative Preparation; (2) Hearings; (3) Drafting and Passing the Bill; (4) Appropriating Funds; (5) Rescinded Funds; and (6) Funding for 1973. Analysis of the Act is presented as follows: (1) Discussion of Parts A-E; (2) Purpose and Policy of the Advisory Council (Forming the Office of Indian Education and Funding Initial Grants); (3) The Long-Run Promise of the Act (Entitlement); and (4) The Outlook for Fiscal 1974 (Funding, Program Direction and Priorities, and Issues to be Resolved). Presentation of future projections relative to the Act include sections on the following: (1) Characteristics of the Native American Population (Languages, Participation in the Economy, Health and Longevity, Birth Rate, Infant Mortality, Adult Causes of Death, Communicable Diseases, Age Composition and Life Expectancy); (2) Historical Background of Indian Education; (3) Indian Participation in the Educational System (Retention and Dropout Rates, The Quality of Education, Achievement Measures, Special Problems, and Ability vs Achievement); (4) Planning Priorities (A Planning Point Checklist); and (5) Role of the Indian Community (United Action). (JC)

ED 111 554 RC 008 735
The Pioneer Student Textbook. Mohican School in the Out-of-Doors.
Mohican School in the Out-of-Doors, Perrysville, Ohio.
Pub Date 74
Note—74p.; For related document, see ED 038 219; Page 26 may reproduce poorly due to small print
Available from—Mohican School in the Out-of-Doors, Box 150, Route #2, Perrysville, Ohio 44864 ($2.50)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Conservation Education, Creative Expression, Ecology, *Elementary School Curriculum, History, Mathematics, *Natural Resources, *Outdoor Education, Poetry, *Resident Camp Programs, Science Activities, *Textbooks
Designed for pre-camp and in-camp studies, this text presents materials relative to the Mohican School in the Out-of-Doors (Perrysville, Ohio). The following areas are covered: (1) the daily camp schedule (includes sections on community life, utilization of the senses, and the art of observation); (2) an historical/geographical review of the Mohican Area; (3) the act of creative expression (includes samples of journal entries, student poetry, etc); (4) the art of conservation and ecological exploration (includes trailside facts and manners, pond study, creekbed study, outdoor mathematics, a compass game, tree identification, tree observation, fern observation, wildflower observation, bird observation, soil study, etc); and (5) weather study (vocabulary for ecology and weather, wind speed estimation, chill factor, weather forecasting, and humidity chart). The text is divided into reading materials (pre-camp) and worksheets (in-camp) which include maps, pictures, drawings, charts, etc. (JC)

ED 111 555 RC 008 736
Martinez, Sampson Cummings, Tom
The Anglos and the Mormons Come to Ramah.
Ramah Navajo Press, N. Mex.
Pub Date 75
Note—38p.
Available from—Ramah Navajo Press, Box 245, Ramah, NM 87321 ($1.00)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*American Indians, Anglo Americans, Cultural Background, *Cultural Interrelationships, Culture Conflict, *Economically Disadvantaged, Educational Disadvantagement, Federal Government, *History, Land Acquisition, *Moral Criticism
Identifiers—BIA, Bureau of Indian Affairs, Mormons, Navajos, *New Mexico (Ramah)
Written by a 1975 high school graduate and a curriculum specialist, this monograph briefly describes the history of Ramah, New Mexico. Presenting the Navajo point of view, emphasis is on the socioeconomic influence of the Mormons and the Texas (Anglo) ranchers who settled in the Ramah area. Particular attention is given to: (1) land acquisition; (2) trading posts and the concept of "credit"; (3) Federal Government land allotments; (4) the Bureau of Indian Affairs and boarding schools; (5) the development of the Ramah Navajo (all Indian) School Board; and (6) the value of education and law to the Ramah Navajo. (JC)

ED 111 556 56 RC 008 737
Harrison, Helene W.
Final Evaluation Report of the San Marcos Consolidated Independent School District's Bilingual Education Program, 1974-1975.
San Marcos Independent School District, Tex.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
Pub Date 75
Grant—OEG-0-74-3727
Note—80p.; For related document, see ED 091 107
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Achievement Tests, Anglo Americans, *Bilingual Education, *Elementary School Students, English (Second Language), Language Instruction, *Mexican Americans, *Program Evaluation, Self Concept, Standardized Tests, Statistical Data, *Test Results, Vocabulary Development
Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, *Texas (San Marcos)
The program is primarily designed to provide bilingual education for pupils, in grades K-6, with limited English-speaking ability. Due to parental requests, approximately 16 percent monolingual English-speakers have been accepted into the program. Of the 529 children enrolled in the program, 89 percent have Spanish surnames. Objectives for the Mexican American pupils are to: (1) prevent their educational retardation by instructing them in Spanish while developing their command of English; (2) enhance their understanding and cognitive development in both languages; and (3) instill a knowledge of and pride in their bicultural heritage. Objectives for Anglo pupils are to: (1) give them the opportunity to become bilingual and literate in 2 languages and (2) broaden their outlook and enhance their understanding of other peoples. Program components are: development of and revision of curriculum materials for bilingual classes, bilingual instruction in grades K-6, staff development, and parental and community involvement. This 1974-75 evaluation report deals only with the instructional component. Discussed are the results from the: Peabody Picture Vocabulary Test, Boehm Test of Basic Concepts, Comprehensive Test of Basic Skills, Prueba de Lectura (Spanish reading test), Bilingual Education Program Test in Social Studies and Science (given in the appendix), and Projected Self-Concept Inventory. (NQ)

ED 111 557 56 RC 008 738
Harrison, Helene W.
Final Evaluation Report of the Harlandale Independent School District's Bilingual Education Program, 1974-75.
Harlandale Independent School District, San Antonio, Tex.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
Pub Date 75
Grant—OEG-0-9-530014-4810
Note—82p.; For related document, see ED 091 108
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Achievement Tests, *Bilingual Education, *Elementary School Students, English (Second Language), Junior High School Students, Language Instruction, *Mexican Americans, *Program Evaluation, Reading Achievement, Self Concept, Standardized Tests, Statistical Data, *Test Results, Vocabulary Development
Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, *Texas (Harlandale)
Comprised of pre-K-6 and LLD (Language Learning Disability) classrooms, the program is designed to provide bilingual education for pupils who have limited English speaking ability. There are 1,612 pupils from 7 elementary schools and 1 junior high school. Program objectives are to: (1) prevent their educational retardation by instructing them in Spanish while developing their command of English; (2) enhance their understanding and congitive development in both languages; (3) give them the advantage of becoming literate in both languages; and (4) instill a knowledge of and pride in their bicultural heritage. Project components are: development of and revision of curriculum materials for bilingual classes, bilingual instruction in grades pre-K-6 and LLD, staff development, and parental and community involvement. However, this report deals with the instructional component. This 1974-75 evaluation report discusses the test results from the: Peabody Picture Vocabulary Test, Boehm Test of Basic Concepts, School Readiness Survey, Comprehensive Test of Basic Skills, Prueba de Lectura (Spanish reading test), Bilingual Education Program Test in Social Studies and Science (a copy included in the appendix). Projected Self-Concept Inventory, and Wide Range Achievement Test. These tests were administered on a pre- and posttest basis; both English and Spanish versions were administered. (NQ)

ED 111 558 RC 008 739
Traders on the Navajo Reservation. A Report on the Economic Bondage of the Navajo People.
Southwestern Indian Development, Inc., Window Rock, Ariz.
Pub Date [69]
Note—50p.
Available from—Ramah Navajo Press, Box 245, Ramah, NM 87321 ($1.00)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*American Indians, *Anglo Americans, Consumer Economics, Credit (Finance), *Discriminatory Attitudes (Social), Employment, History, Relationship, Resentment, *Reservations (Indian), Sanitation, *Socioeconomic Influences, Surveys
Identifiers—Navajos, *Trading Posts
Conducted in 1969 by 8 Navajo students, this study investigates the Anglo trader in terms of his socioeconomic influence on the American Indians of the Navajo Reservation. Limited to 30 randomly selected trading posts located in the central and eastern portions of the Navajo Reservation, this study reflects findings derived from personal observations, personal interviews, and historical research. Emphasizing the trader's economic control over the Navajo people, this report deals with the following areas of concern: (1) History (cites treaties, laws, and sanctions governing the trader-Indian relationship); (2) Role of the Trader in Navajo Society (banker, creditor, pawnbroker, special claims agent for the Railroad Retirement Board, and interpreter of both mail and phone communications); (3) Attitude of the Trader Toward Navajo Clientele (mental and physical abuse, paternalism, economic exploitation); (4) Effect of the Multiple Roles of the Traders (control over Navajo money, employment, and communication); (5) Sanitation and Safety (cites poor conditions in the older trading posts); and (6) Price Survey (compares trader's prices with wholesale prices). The report concludes that control of the trader is the responsibility of the Secretary of the Interior, the Commissioner of Indian Affairs, and the Bureau of Indian Affairs. (JC)

ED 111 559 RC 008 740
McElroy, Ann
The Assessment of Role Identity: Problems of Administering the Instrumental Activities Inventory to Inuit Children.
Pub Date 74

Note—29p.; Paper presented at the Annual Meeting of the American Anthropological Association (73rd, Mexico City, 1974); Best Copy Available
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Acculturation, Adolescents, Children, Cultural Factors, *Eskimos, Projective Tests, *Role Models, *Sex Differences, *Socialization, *Youth
Identifiers—Canada, *Instrumental Activities Inventory, Inuits
A modified version of the Instrumental Activities Inventory (IAI) was administered to a sample of Canadian Inuit children (41 girls and 37 boys aged 9 to 17 from Frobisher Bay and 40 boys and 35 girls aged 8 to 16 from Pangnirtung) for purposes of assessing role model preferences relative to the socialization process. Consisting of 12 female and 12 male drawings, the modified IAI represented the following role categories: (1) Modern--occupations and activities presently monopolized by Eurocanadians but open to Inuits with specialized training or advanced education (male doctors, teachers, etc., and female nurses, teachers, etc.); (2) Transitional--occupations currently represented by town Inuit of moderate or high levels of acculturation (male airplane mechanics, construction workers, etc., and female cooks, post office clerks, etc.); and (3) Contact-traditional--roles characteristic of either town or land based Inuit which do not require formal education, bilingualism, or wages (male hunters, carvers, etc., and female hunters, skin workers etc.). Responses indicated that Inuit girls were more strongly influenced by Eurocanadian role models than Inuit boys. Since statistical significance depended upon the role categories, it was suggested that further testing include Native role classifications/evaluations and expanded numbers of role types. (JC)

ED 111 560 RC 008 741
Tait, John L. And Others
Changing Power Actors in a Midwestern Community.
Iowa Agricultural and Home Economics Experiment Station, Ames.
Report No—CES-P-1996; IA-J-8278
Pub Date 21 Aug 75
Note—22p.; Paper presented at the Annual Meeting of Rural Sociological Society (San Francisco, California, August 21-24, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Age, *Community Leaders, Community Role, Education, Income, *Longitudinal Studies, Organizations (Groups), Participation, Political Attitudes, *Power Structure, Residential Patterns, Rural Areas, *Social Change, *Social Characteristics, Social Status
Identifiers—Iowa (Prairie City), *Power Actors
A longitudinal study was made of Prairie City, Iowa wherein the personal and social characteristics of the 1962 power actor pool were compared with characteristics of the 1973 power actor pool to test the hypothesis that: the personal and social characteristics of power actors will not change significantly over time. Procedures for identifying Prairie City power actors in both 1962 and 1973 involved interviews with: (1) external identifiers; (2) internal identifiers; and (3) the power actors themselves. Power actors (25 in 1962 and 33 in 1973) were querried as to: (1) the amount of social power other power actors and themselves possessed in specific issue areas; (2) their social participation in organizations; (3) role expectations of power actors; (4) bases of social power of power actors; and (5) their personal and social characteristics. Variables tested were: age; education; occupational prestige; income; length of residence in community and State; political orientation; number of memberships in local community organizations; and number of memberships in non-community organizations. Findings supported the general hypothesis but indicated that the power actors themselves were likely to change over time, as only 8 of the original power actors were among those identified in 1973. (JC)

ED 111 561 RC 008 742
McCabe, Carol J. Lewis, Hester
The Navajo Nation: An American Colony. A Report of the United States Commission on Civil Rights.
Commission on Civil Rights, Washington, D.C.
Pub Date Sep 75
Note—155p.
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—Agency Role, *American Indians, *Civil Rights Legislation, Cultural Awareness, *Economic Development, *Education, Employment, Government Role, *Health, Reservations (Indian)
Identifiers—BIA, Bureau of Indian Affairs, *Navajos
The major portion of this report is devoted to the Anglo and American Indian testimony from the 1973 Commission on Civil Rights Hearings on Navajo economic development, employment, education, and health care. Among the major recommendations cited are those calling for: (1) legal recognition of the Navajo Tribal Council to provide for favorable tax classification and Federal Agency grant and loan qualification; (2) a system by which the Tribal Council could make decisions with greater independence from the Bureau of Indian Affairs (BIA); (3) legislation to support program development until tribal revenues are adequate to maintain both infrastructure and development investments; (4) a program to provide superior technical expertise in planning and decision making; (5) a Department of the Interior policy providing for joint enterprises on a 50/50 (tribal and contractor) basis; (6) Federal augmentation of the Navajo Revolving Credit Fund; (7) BIA enforcement of the Navajo preference policy in Federal employment; (8) creation of a tribal agency with jurisdiction over employment discrimination complaints; (9) full Navajo representation in the educational decision making process; (10) curriculum development to include Navajo cultural awareness; (11) elimination of the Navajo teacher shortage; and (12) appropriation of funds for the Indian Health Service to make Navajo health care comparable to that of the U.S. in general. (JC)

ED 111 562 40 RC 008 743
Askins, Billy E. And Others
Responsive Environment Program for Spanish American Children (REPSAC): Fourth-Year Evaluation Study. Final Evaluation Report, 1974-75.
Clovis Public Schools, N. Mex.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; New Mexico State Dept. of Education, Santa Fe.
Bureau No—H0010SK
Pub Date May 75
Grant—OEG-0-73-0710
Note—57p.; For related document, see ED 096 086
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Academically Handicapped, Bilingual Education, Early Childhood Education, *Educationally Disadvantaged, Followup Studies, *Handicapped Students, Intelligence Quotient, Language Development, Perceptual Development, Personality Development, *Program Evaluation, Self Concept, *Spanish Americans
Identifiers—*New Mexico (Clovis)
An intervention program for 3, 4, and 5-year-old "high risk" (of low birth weight and with various handicaps) Spanish American children, REPSAC aims at providing successful experiences using the concept of responsive environment in English and Spanish language development and in improving cognitive and affective development. During 1974-75, 32 low birth weight children handicapped by physical difficulties, learning aptitude (IQ), perceptual and motor problems, language handicaps, and economic, cultural, and education deprivation participated at Clovis, New Mexico. The program was divided into comprehensive components: instructional, staff development, community-parental involvement, and media. The evaluation design focused on the instructional component and a follow-up study of former REPSAC students. Language development in English and Spanish, IQ, sensory and perceptual development, and school readiness were measured using pre and posttests. Periodic subjective evaluation of the students' self concept and personality development were conducted. Using a time-series analysis, personal interviews, and questionnaires, 27 former REPSAC students were studied. Some major findings were: students made significant gains in language ability, sensory and perceptual discrimination, and school readiness; showed positive and continuous self concept and personality growth; however, significant gain was not evident in learning aptitude. (Author/NQ)

ED 111 563 RC 008 744
Miller, Michael V.
Mexican-American and Mexican National Farm Workers: A Literature Review.
Pub Date Aug 75
Note—25p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Agricultural Laborers, Attitudes, Braceros, Foreign Workers, Income, Labor Unions, Legislation, *Literature Reviews, *Mexican Americans, *Mexicans, Migrant Workers, *Socioeconomic Influences
This paper is concerned with the scholarly treatment accorded to Mexican American and Mexican National farm workers by historical, legal, social work, and social science journals. Only those articles published after the arbitrary date of 1960 are reviewed due to space and time limitations. Works published since then are briefly summarized and evaluated in light of the contributions made toward the explication and understanding of the topic. The 29 articles are classified under 4 categories: (1) migrant farm workers, (2) the Bracero Program, (3) alien workers -- "wetbacks" and commuters, and (4) labor unionization. These articles are reviewed according to category, chronological relevance, and level of inclusiveness or abstraction. The paper concludes with some comments and suggestions pertaining to problems which appear to warrant future research consideration. (NQ)

ED 111 564 RC 008 745
Askham, Leonard R.
Wilderness: A Way of Thinking; A State of Mind.
Pub Date 24 Aug 75
Note—16p.; Paper presented at the Annual Meeting of the Rural Sociological Society, (San Francisco, California, August 24, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Attitudes, *Behavior Change, *Concept Formation, *Environmental Criteria, Environmental Education, Individual Differences, *Outdoor Education, *Recreation, Social Relations
Identifiers—*Wilderness
Wilderness, as a state of mind, has persisted among men since the beginning of time. Written history has documented man's struggle with and against it. It has only been during the last century that man, in a societal context, has designated vast tracts of land as wilderness. The extent to which wilderness attributes are perceived and the meaning attached to them varies with the observer. Over the years, it has been regarded both as an enemy to be conquered in the name of civilization, Christianity, and progress, and as something of value to be cherished and preserved. Thus, the dichotomy emerges between wilderness as a physical entity and wilderness as perceived by an individual encountering a previously unencountered, operational environment for the first time. For many people, particularly those who are born and raised in an urban environment, the wilderness begins at the edge of the concrete. For others, it exists at the bounds of their limitations. Therefore, each individual perceives wilderness in the context of his history, maturation, and exposure to different types of operational environments. As exposure increases and the individual matures, so does his concept of what a wilderness might be. (Author/NQ)

ED 111 565 RC 008 746
Warner, Paul D. Korsching, Peter F.
The Use of Paraprofessionals as an Approach to Community Development.
Pub Date 21 Aug 75
Note—13p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 21-24, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Change Agents, *Community Development, Cost Effectiveness, *Evaluation, Extension Education, *Nonprofessional Personnel, *Problems, Program Descriptions, Researchers, *Rural Development, Status, Supervision
Identifiers—*Appalachia, Kentucky
By virtue of the Title V Rural Development Program, 10 paraprofessional workers were assigned, via Extension Services, to 10 counties in Appalachian Kentucky to engage in both action and research phases of community development. Extension specialists were provided to train and

support the paraprofessionals in surveying local leadership, identifying problems, establishing objectives, organizing group action, and serving as linkage to outside resources. Evaluation of the strengths and weaknesses in the use of these paraprofessionals revealed that: (1) the dual role of extension worker and researcher may give the paraprofessional insights into the community, otherwise not apparent, but may also present problems via conflicting objectives; (2) supervision can be a problem relative to the level of the organizational structure from which it is administered and the amount administered, but it can also be an asset, providing the paraprofessional with a close tie to the action oriented agency; (3) while maintaining an indigenous status, the paraprofessional may not have certain insights afforded the professional, and his familiarity with the people may erode the necessary aura of confidentiality; and (4) use of the paraprofessional allows a higher degree of economic efficiency, but a high rate of turnover among paraprofessionals presents additional problems. (JC)

ED 111 566 RC 008 747

Williams, Thomas B., Comp. Leatherman, Robert D., Comp.

Indian Housing in the United States. A Staff Report on the Indian Housing Effort in the United States with Selected Appendixes. Committee Print, 94th Congress,1st Session, February 1975.

Congress of the U.S., Washington, D.C. Senate Committee on Interior and Insular Affairs.

Pub Date Feb 75

Note—625p.; Pages 247-275 and 516-588 may not reproduce well due to small or poor print quality of original document

EDRS Price MF-$1.08 HC-$31.10 Plus Postage

Descriptors—*American Indians, Community Development, Community Services, Economically Disadvantaged, Evaluation, *Federal Legislation, *Federal Programs, *Housing, Interagency Coordination, Policy Formation, *Problems, Program Administration

Identifiers—BIA, Bureau of Indian Affairs, Department of Housing and Urban Development, HUD

Providing a comprehensive collection of data and materials essential to understanding the American Indian housing problem, this report was prepared to acquaint Members of Congress and others with the fact that Indian housing is "deplorable" due to such factors as the prevalence of low incomes, the predominance of trust land, unique cultural patterns, and the multiplicity of Federal agencies involved in the Indian housing effort. Report divisions include: (1) Housing and Urban Development (HUD) Indian Housing Programs; (2) Bureau of Indian Affairs (BIA) Housing Improvement Program; (3) Related Services and Program Administration (roads, water, sanitation, etc.); (4) Problems with the Present Program (the tri-agency agreement, the 1974 Housing and Community Development Act, building on Indian lands, relative priority accorded Indian projects, special legal relationship, and regional characteristics); and (5) Possible Options and/or Policy Alternatives (maintain the status quo with certain legislative and administrative changes and develop a comprehensive Indian housing and community development act). Extensive appendices (some 600 pages) document the slow progress of Indian housing, presenting dates, acts, various agreements, HUD circulars and legal memorandums, correspondence, agency responses, General Accounting Office reports, papers, etc. (JC)

ED 111 567 RC 008 748

Friedland, William H.

The Community, The Teacher and The Migrant Child.

State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.

Pub Date 69

Note—18p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Agency Role, *Community Attitudes, Cultural Factors, Data Collection, Educational Facilities, Educational Objectives, *Migrant Child Education, Migration Patterns, *Teacher Role, *Teaching Methods

Social, political, moral, and economic conditions of the community have an impact on the material taught and on how it is taught. Consequently, the teacher regulates his actions to conform to community norms. Since the migrant is a transient, marginally related to the community in which he works, it is often difficult for the community members to understand the necessity of providing education, health care, and other services for him. Therefore, this responsibility should rest within an agency authorized to deal with Federal and out-of-state agencies and to establish minimum standards of education for all migrant children. This center should provide the information and coordination necessary to develop specific migrant education programs and to train teachers to implement them. It should obtain data from private and governmental agencies concerning crew composition, migration, kinship, cultural factors, and point of origin facilities. This information should then be transmitted to local programs providing summer education in the form of suggestions for methodology and subject matter. Special classroom material specially designed for the type of crews in the program should also be included. Thus, the center would relieve community pressures by accepting responsibility for programs which the local areas may not be able to obtain or justify to its residents. (NQ)

ED 111 568 RC 008 749

Roberts, James A.

A Study of the Feasibility of Using the Existing Migrant Student Record Transfer System to Promote Continuity of Learning for Adult Migratory Farmworkers.

State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.

Pub Date 73

Note—92p.

Available from—Geneseo Migrant Center, State University College of Arts and Science, Geneseo, NY 14454 ($1.00)

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—Agricultural Laborers, *Computer Oriented Programs, Costs, *Feasibility Studies, Information Retrieval, Information Systems, *Migrant Adult Education, Migrant Children, *On Line Systems, *Student Records, Transient Children

Identifiers—*Migrant Student Record Transfer System, MSRTS

The hypothesis that the existing Migrant Student Record Transfer System (MSRTS) can be used to promote continuity of learning for adult migratory farmworkers was tested. After an initial and careful study of the existing MSRTS combined with an analysis of the new system to be implemented, it was determined that the MSRTS can be used. The hypothesis was documented through the presentation of historical data, present operations, program statistics, and computer specifications. Next a prototype data form (actual data to be transferred) was developed. This report discusses the: (1) development of a prototype form, and (2) technical and administrative aspects for implementation. Part I presents an analysis of information needed by teachers to plan occupational programs for individual adult migrants and an investigation of other retrieval systems that could supplement the MSRTS. In Part II, 4 areas are discussed: (1) technical aspects of utilizing the system; (2) the current MSRTS administration's policies in regard to expanding the system, maintenance of confidential information, etc.; (3) specific implementation guidelines and a time-line for implementation of the system; and (4) recommendations and follow-up procedures. A listing of agencies providing services to migrant adults is included. (NQ)

ED 111 569 RC 008 750

Putnam, Mary J.

Listening-Phonics Program for Disadvantaged Youngsters.

State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.

Pub Date 70

Note—67p.

Available from—Geneseo Migrant Center, State University College of Arts and Sciences, Geneseo, New York 14454 ($1.00)

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—Auditory Discrimination, Auditory Training, *Educationally Disadvantaged, Educational Objectives, Language Arts, Learning Activities, Listening Comprehension, *Listening Skills, *Migrant Child Education, *Phonics, Self Concept, *Teaching Methods

Recently those in the teaching profession have begun to realize the importance of listening skills. Of the 4 areas of language arts, listening is the primary skill. Phonics and listening are related in that there is a significant relationship between the child's ability to discriminate between letter sounds and his ability to listen. The child must master sound-to-letter associations in order to learn to spell. Listening skills must be improved if teachers are to reach the disadvantaged child--the youngster with limited vocabulary and short attention span, the child who seems to be in his own little world, and the child who is not ready to read in first grade and seems to fall further and further behind his classmates. This book presents a general discussion of the listening skill and raises some questions pertinent to the development of this facet of the language arts program. Ideas which the teacher can use "as is" or as a springboard for developing her own program are provided. Effort has been made to select, modify, and develop materials to meet the unique needs of the disadvantaged child; however, many of the procedures would work equally well with primary children in various situations. Topics covered are: importance of listening; factors influencing listening ability; listening and the language arts program; listening levels and goals for instruction; and evaluation. (NQ)

ED 111 570 RC 008 751

King, Paul R.

Algonquin Portrait: A Study of the Rapid Lake Seasonal Agricultural Worker.

State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.

Pub Date 71

Note—10p.; Best copy available

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Agricultural Laborers, *American Indians, Audiovisual Aids, *Cultural Awareness, *Cultural Background, Educational Programs, Health Conditions, Housing, *Life Style, *Migrant Workers, Program Descriptions, Seasonal Laborers, Slides

Identifiers—*Algonquins, Quebec (Rapid Lake)

The study's purpose was to compile descriptive information about a small band of Algonquin Indian seasonal agricultural workers from Quebec, Canada who migrate annually into Ontario County, New York to work on the fur and poultry farms. Although these Indians have worked in the State since 1945, no "serious" study had been made which included their home life in Quebec, reasons for migrancy, types of work done, and conditions of employment while on the farms. Therefore, a 35-minute slide/tape presentation illustrating the home life was prepared. The Reserve was visited 9 times since 1970, for approximately 3 days each time. Cassette recordings were made of: (1) several conversations with the band's Chief, band counselors, and teachers; and (2) traditional Algonquin songs sung by some of the older people and young children. The presentation illustrates and describes housing, educational programs, medical and dental problems, production of native crafts, and traditional pursuits of these Indians. This report discusses how this presentation has been used and the initiator's continued involvement with the Algonquins. Also included is a narrative which was included with a proposal for a full-time outreach worker to work with the white, Indian, and Puerto Rican families on the fur farms in East Bloomfield, Ontario County, New York. (NQ)

ED 111 571 RC 008 752

Rowe, Gene A. Smith, Leslie Whitener

Income of Farm Wageworker Households in 1971. Agricultural Economic Report No. 251.

Economic Research Service (DOA), Washington, D.C.

Report No—AER-251

Pub Date Mar 74

Note—59p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—Agricultural Laborers, Comparative Analysis, Economics, Employment Patterns, Family (Sociological Unit), *Family Income, *Migrant Workers, *Rural Farm Residents, *Seasonal Laborers, Spanish Speaking, *Statistical Data

Information on the size, composition, and family income of farm wageworker households (any household with at least 1 person 14 years of age or over who performed farm wagework at any time during the year, even if for only 1 day) in

1971 is presented. Households were classified as: (1) regulars-households with at least 1 member who performed 150 days or more of farm wagework during the year; (2) seasonal--households with at least 1 member who performed less than 150 days of farm wagework during the year; and (3) migratory--households with at least 1 member who traveled across county lines and stayed away from home at least overnight to perform farmwork for cash wages. Data were obtained by the Bureau of the Census as a supplementary part of the regular Current Population Survey conducted in December 1971. The relative well-being among the 3 classes of farm wageworker households is based on a comparison of family income and number of household members. The proportion of households with dependent children was also considered. The household's relative dependence on agriculture for members' employment and income is shown by indicating the household relationship of the person (head, wife, dependent, or other person over 18) employed in farmwork and the duration of his or her employment at farmwork and the income earned. (NQ)

ED 111 572 RC 008 753

Casso, Henry J., Comp. Esquibel, Antonio, Comp.

Educator-Lawyer Conference Report (Albuquerque, New Mexico, October 17, 1973).

National Education Task Force de la Raza, Albuquerque, N. Mex.

Pub Date 17 Oct 73

Note—15p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Bilingual Education, Change Strategies, *Conference Reports, Court Litigation, Data Bases, *Equal Education, *Lawyers, Legal Aid, Mexican Americans, *Minority Groups, Puerto Ricans, Summative Evaluation, *Teachers

Identifiers—New Mexico (Albuquerque)

Sponsored by the National Task Force de la Raza, the conference was attended by prominent lawyers and educators from throughout the United States. The conference was an "exploratory" or "brainstorming" session, designed to identify key issues and to lay the groundwork for techniques and strategy of dealing with various problems. Purpose of the conference was to: (1) review various legal, administrative, and legislative actions having serious implications on the concept of quality and equal education for the culturally and linguistically distinct child; (2) assess the implications and impact of activities and trends against Equal Educational Opportunity for minority groups, particularly the Mexican American and the Puerto Rican; and (3) identify lines of legal and education action and strategy needed to combat such alleged discriminatory practices. This report summarizes the key concerns, issues, actions, and recommendations of the participants. Topics summarized are: general myths to be combatted; educator-lawyer interface needs; data base system; bilingual bicultural dichotomy; equal access vs equal benefits; compensatory assumption; the Lau Case and its implications; and the tangential suggestions. (NQ)

ED 111 573 RC 008 754

Garcia, Joseph O. Peralta, Alex

An Evaluation of the National Bilingual Bicultural Institute (Albuquerque, New Mexico, November 28 - December 1, 1973).

National Education Association, Washington, D.C.; National Education Task Force de la Raza, Albuquerque, N. Mex.

Pub Date 28 Nov 73

Note—99p.

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—Attitudes, Biculturalism, *Bilingual Education, Data Analysis, *Formative Evaluation, *Institutes (Training Programs), *Mexican Americans, Participant Characteristics, Participant Satisfaction, *Summative Evaluation

Identifiers—*New Mexico (Albuquerque)

A Formative Evaluation Questionnaire and a Summative Evaluation Questionnaire, developed specifically to assess the Institute's goals and objectives, were administered to the participants. Administered midway through the Institute, the 13-item Formative Evaluation Questionnaire was composed of 2 parts designed to secure information about their: (1) sex, employment status, participation in bilingual bicultural programs, and description of the program; and (2) reactions to the Institute. There were 220 responses. The Summative Evaluation Questionnaire, which was given at 2 different times, consisted of 15 items designed to secure information about their ethnic identification, employment status, and reaction to the Institute. There were 190 responses. Items in each questionnaire were analyzed individually. In analyzing the 2 surveys findings, it was found that the respondents were indicating the significant expectations for Bilingual Bicultural Education. This paper gives: (1) the item as it appeared on the questionnaire, (2) an item frequency selection from a computer print out showing how the respondents answered, (3) a narrative of the item's purpose, and (4) an analysis of the results. (NQ)

ED 111 574 RC 008 755

The Industrialization of Southern Rural Areas. A Study of Industry and Federal Assistance in Small Towns with Recommendations for Future Policy.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Economic Development Administration (DOC), Washington, D.C. Office of Economic Research.

Report No—DOC-C-7-35482

Pub Date [68]

Note—212p.

EDRS Price MF-$0.76 HC-$10.78 Plus Postage

Descriptors—Economic Development, Employment Opportunities, *Federal Aid, *Industrialization, Labor Force, Labor Market, Leadership, Negroes, Planning, *Policy Formation, Program Coordination, Rural Areas, *Rural Development, Social Services, *Southern States

Identifiers—*Economic Development Administration, EDA

Incorporating field studies and literature reviews, 2 cities and 2 towns in Mississippi and South Carolina were investigated to determine the socioeconomic impact of Southern rural industrialization and to aid the Economic Development Administration (EDA) in developing policy relative to allocation of funds. Visiting each town/city 3 times and employing open-ended interview techniques, interviewing included officials; plant and personnel managers; formal institution representatives; knowledgeables not representing institutions; employed and unemployed industrial workers and unemployed adults lacking industrial experience; and State and Federal agency representatives. Based on the findings, major policy recommendations were: (1) selected small towns found to act as large labor market centers should be included in EDA's growth center development scheme with top priority given to identifying and developing labor force potential and developing employment; (2) if Negroes are to be affected, current industry subsidization schemes should be replaced by labor (wage) subsidies administered at higher than local level; (3) better comprehensive programs and more program coordination is needed in towns receiving EDA assistance; and (4) leadership and planning capability must be improved within centers and funds should be devoted to this within Development District programs. (JC)

ED 111 575 RC 008 756

Moya, Phyllis E. Reeve, Naomi

Teaching Reading to the Spanish Speaking Pupil: An Annotated Bibliography.

Pub Date 75

Note—19p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Academic Achievement, *Annotated Bibliographies, Bilingual Education, Books, English (Second Language), History, Language Instruction, Mexican Americans, Periodicals, *Reading Instruction, *Reference Materials, *Sociolinguistics, *Spanish Speaking

Identifiers—Chicanos

Approximately 80 books and articles published between 1940 and 1975 are listed in this annotated bibliography. The majority were published between 1960 and 1975. Though emphasis is on teaching reading to the Spanish speaking pupil, the materials also cover such topics as: Chicano oppression, cultural diversity, language learning, library services for the Chicano, bilingual education, Mexican American history, linguistics, parent attitudes, social attitudes, mental health, and academic achievement. (NQ)

ED 111 576 RC 008 757

Kutner, Nancy G.

An Interethnic and Place of Residence Examination of the "Culture of Poverty". Departmental Technical Report No. 75-3.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No—TAES-DTR-75-3; TAES-H-2906; USDA(CSRS)-NC-90

Pub Date 18 Feb 75

Note—106p.

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors—Asian Americans, Attitudes, *Cross Cultural Studies, Demography, *Economically Disadvantaged, Economic Factors, *Ethnic Groups, Females, Metropolitan Areas, Mexican Americans, Mexicans, Migrant Workers, Negroes, Poverty Research, *Residential Patterns, Rural Farm Residents, Social Structure, *Spanish Speaking, Values

Data which taps aspects of traits said by Oscar Lewis to comprise a "culture of poverty" were examined for poor and non-poor families varying in ethnic background and residence. Before comparing the incidence of poverty culture across ethnic and residence lines, the question "Do alleged poverty culture traits become more pronounced as level of economic deprivation increases?" was studied. Derived from the sample obtained by 7 states participating in the NC-90 project, the following populations were represented: metropolitan whites; nonmetropolitan small town whites; rural farm and nonfarm whites; metropolitan blacks; village and small urban place blacks; metropolitan Spanish-speaking (primarily Mexican American and Puerto Rican); migrant labor camp Spanish-speaking (Mexican Americans); migrant labor camp Spanish-speaking (Mexican nationals); metropolitan Hawaiian Orientals; metropolitan Hawaiian "mixed ethnics"; and metropolitan Polynesians. Data, obtained through interviews with the main female homemaker, pertained to demography; family resource procurement and expenditure; social structure and activities of the family, both internally and within the community; and the homemaker's value-orientations regarding education and employment. Findings indicated that, on some indicators of some traits, sizeable differences existed among ethnic and/or residence categories. (NQ)

ED 111 577 RC 008 758

Deseran, Forrest A.

When is the Grass Greener? Divergent Perceptions of Community in Three Small Colorado Towns.

Louisiana State Univ., Baton Rouge. Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No—LAES-W-118

Pub Date Aug 75

Note—34p.; Paper presented at the Rural Sociological Society Annual Meetings (San Francisco, California, August 1975)

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Adolescents, *Adults, Age, *Community Attitudes, Community Characteristics, High School Students, Leisure Time, *Perception, Population Growth, *Rural Population, Social Attitudes

Identifiers—*Colorado

Adolescent and adult evaluative reactions to their community situation were examined in 3 small Colorado towns. Empirical focus was upon delineating specific community aspects which evoke differential perceptions between subgroups within and across community settings. Del Norte, Aspen, and Craig, Colorado were selected as the research sites because each: (1) was relatively small (under 5,000 population) and isolated from larger urban areas, (2) was not economically dependent upon a single source of revenue, (3) was the governmental seat of their respective counties, and (4) had experienced divergent rates of growth in the past decade. Data were obtained in 1971 from surveys of 265 adults and 179 high school students. The junior class from each of the community high schools comprised the adolescent sub-sample, while random sampling procedures provided the adult sub-sample. Some findings were: (1) data indicated strong support for the suggestion that adolescents and adults

diverge in their evaluative responses to their community situation; (2) adolescents reacted, overall, substantially less positively toward their present communities than their adult neighbors; (3) students in Del Norte and Craig responded markedly lower in evaluations than did Aspen students. (NQ)

ED 111 578 RC 008 759
Henderson, Ronald D. Gomez, J. J.
The Consolidation of Rural Schools: Reasons, Results, and Implications--A Preliminary Investigation.
Pub Date 21 Aug 75
Note—44p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 21-24, 1975)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Consolidated Schools, Costs, Curriculum, Demography, Educational Equality, Evaluation, *History, Literature Reviews, Migration, Negroes, Policy Formation, *Rural Schools, *Rural Urban Differences, *Social Change, Southern States, Tables (Data)
Identifiers—*Rural Urban Migration
Utilizing statistical documentation from a variety of sources, this report traces the history of rural schools and the consolidation movement via a review of the literature. Attention is devoted to: (1) the early rural school (beginning in 1647 with Massachusetts); (2) schools in the South (emphasis on private instruction); (3) the effect of changes in rural life on rural schools (contact with urban centers and most particularly the influence of rural to urban migration); (4) the contrast between urban and rural schools (inequities in facilities, teacher preparation, per pupil expenditures, curriculum, school term length, and the education of Negroes); (5) genesis of the consolidation movement and its advantages (better equipped teachers and schools, better curriculum, improved roads for transportation, extracurricular activities, competition, etc.); (6) types of consolidation plans (township, multiple-district county, and county organization); (7) effects of school consolidation (advantages vs disadvantages); (8) policy implications (how school/community organizations can respond to community interests, education for rural/urban living can be responsive to social change, how rural education programs can be designed to meet needs of all students, and how inequities can be resolved between educational opportunities in rural and urban areas). (JC)

ED 111 579 95 RC 008 760
Big Changes for Rural Schools: Plans and Progress. First Annual Substantive Report for a Study of Experimental Schools Projects in Small Schools Serving Rural Areas, Report No. AAI-74-134B.
Abt Associates, Inc. Cambridge, Mass.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Finance and Productivity Group. Experimental Schools Div.
Report No—AAI-74-134B
Pub Date 15 Apr 75
Contract—OEC-0-72-5245
Note—101p.
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—*Annual Reports, Community Coordination, Comprehensive Programs, Decision Making, *Educational Change, Educational Objectives, Evaluation, *Experimental Programs, Experimental Schools, Planning, Research Methodology, *Rural Schools, *Small Schools
The first in a series of annual interim reports on the federally funded Experimental Schools (ES) program, this report describes the first 2 years of a 6-year research program designed to promote locally-initiated comprehensive educational change dependent upon community participation, with provision for systematic documentation and evaluation. Focusing on the 1972-73 planning stages and the 1973-74 implementation procedures of 10 small rural school districts, chosen via nationwide competition, this report: (1) traces the beginnings of the ES program and presents research procedures for program documentation and evaluation; (2) presents background material on the 10 sites; (3) defines the individual goals of the 10 school districts, summarizes and compares the most significant proposals for change, and delineates common plans for educational progress and problem solving; (4) describes and analyzes the amount of implementation achieved by the 10 school districts (initial findings and suggestions of tentative patterns); and (5) examines community and school characteristics associated with tentative findings (the planning process, the desire and impetus for change, the amount of experience with educational change in the district's organization, the commitment of district leaders, and the centralization/coordination of the decision making process). (JC)

ED 111 580 RC 008 761
Stuart, Alfred W.
Rural Industralization and Population Growth: The Case of Arkansas. ORNL-HUD-4, Civil Defense Research Project.
Oak Ridge National Lab., Tenn.
Spons Agency—Atomic Energy Commission, Oak Ridge, Tenn.; Department of Housing and Urban Development, Washington, D.C.
Report No—AEC-40-192-69; IAA-H-28-69; ORNL-HUD-4; W-7405-eng-26
Pub Date Jun 71
Note—31p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Case Studies, Census Figures, *Correlation, Decision Making, Employment, *Industrialization, Literature Reviews, *Migration, Policy Formation, *Population Trends, *Rural Areas
Identifiers—*Arkansas, Urban Rural Migration
Utilizing available 1966 statistical data and U.S. Census figures, the State of Arkansas was examined for purposes of analyzing: (1) the extent to which recent population gains in states such as Arkansas and Oklahoma is occurring in rural areas rather than as an extension of urbanization; (2) the extent to which U.S. manufacturing is beginning to deconcentrate by moving to rural areas outside the main manufacturing areas; and (3) the relationship between population gains in ostensibly rural areas and industrial location trends. Examination of migration patterns, employment variables, and industrial patterns revealed a net immigration into 17 rural counties which had previously experienced population losses (1950-60) and a predominance of low wage/low skill industry in these counties. It was concluded that subsequent research might focus on: (1) barriers to industrialization (decreasing supplies of easily trainable labor, shortages of skilled labor, poor schools, unsophisticated community leadership, poor transportation facilities, underdeveloped amenities, and poor images) and (2) the "filtering down" process, wherein manufacturers rely on the existence of pools of low wage, surplus labor and have to move out of areas as the surplus disappears via competition with other, higher wage employers. (JC)

ED 111 581 RC 008 762
Dunkelberger, J. E. Sink, Cheryl A.
Alternative Educational Attainment Mechanisms in Early Adulthood.
Auburn Univ., Ala. Dept. of Agricultural Economics and Rural Sociology.
Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.
Report No—USDA(CSRS)-S-81
Pub Date 23 Aug 75
Note—21p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 23, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Academic Achievement, *Academic Aspiration, Caucasians, *Correlation, High School Students, Longitudinal Studies, Negroes, Racial Differences, *Rural Youth, Sex Differences, Socioeconomic Status, *Southern States, Young Adults
The correlation between educational aspiration and educational achievement was investigated in 6 Southern states via a longitudinal study (1965-1972). Approximately 1,200 rural youth, stratified by race, sex, and socioeconomic status, were contacted when sophomores, when seniors, and when 4 years beyond high school graduation. Findings revealed that: (1) the majority of the sample had completed no post-high school training; (2) white youths were more likely than nonwhite youths to have completed academic programs, while nonwhite youths were somewhat less likely to have completed any post-high school training and if they had, it was most often of a technical nature; (3) about 21 percent of the youth from the upper socioeconomic strata had completed college as compared to 10 percent and 8 percent of those from the middle and lower strata; (4) men were somewhat more likely than women to have completed some type of post-high school education, but women were slightly more likely to have attained higher education levels; (5) of the young adults who had not completed post-high school education, only 25 percent were enrolled in an educational program at the time of the interview; (6) high school aspirations far exceeded post-high school achievement (only 23 percent of the respondents had achieved or equaled their goals); and (7) aspirations remained high despite achievement level. (JC)

ED 111 582 RC 008 763
Clifford, William B. Faulkner, Gary L.
North Carolina's Elderly Population: A Distributional Analysis. Department of Sociology and Anthropology Progress Report Soc. 61, 1975.
North Carolina State Univ., Raleigh. Dept. of Sociology and Anthropology.
Spons Agency—Extension Service (DOA), Washington, D.C.
Pub Date 75
Note—55p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Age, Census Figures, *Comparative Analysis, Females, Immigrants, Males, *Migration, *Population Distribution, Residential Patterns, *Rural Areas, Rural Urban Differences, *Senior Citizens
Identifiers—*North Carolina, United States
Analyzing selected data on North Carolina's aged population (65 and over), this report utilizes U.S. Census figures, providing tabular data on the migration of the aged and the distribution of the aged population by residence in North Carolina and the U.S. and by North Carolina counties (rural and urban places). Major findings reveal that North Carolina: (1) contains smaller proportions of the aged than the nation as a whole; (2) belongs in a group of 31 states in which the rural population contains a higher proportion of those aged 65 and over than does the urban; (3) has an aging population that lags behind that of the U.S.; (4) has 34 counties with centers of less than 2,500; (5) has a higher proportion of the aged in urban sectors of less than 25,000; (6) has a variance in the proportions of the aged in urban sectors of more than 25,000; (7) has, like the U.S., a strong tendency for places of 1,000 to 2,500 to contain the largest proportions of aged people; (8) has a proportional distribution of aged lowest in the rural-nonfarm areas, intermediate in the urban areas, and highest on farms; (9) has more females than males in small places; (10) has a larger proportion of females in the rural population; and (11) has experienced a net gain of 12,000 elderly as a result of migration and has had more elderly female immigrants than male during the 1960-70 decade. (JC)

ED 111 583 RC 008 764
Wagenfeld, Morton O. Robin, Stanley S.
The Social Worker in the Rural Community Mental Health Center.
Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
Report No—MH18958
Pub Date 75
Note—37p.; Paper presented at the Rural Sociological Society Annual Meetings (San Francisco, California, 1975)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Attitudes, *Behavior Patterns, Comparative Analysis, Identification (Psychological), Medical Services, *Mental Health Clinics, Philosophy, *Role Perception, *Rural Areas, Rural Urban Differences, Social Services, *Social Workers, Standards, Surveys
Investigating the role of the social worker in rural Community Mental Health Centers (CMHC), 20 CMHC and 595 community mental health workers were surveyed, including 140 social workers distributed in inner city (47), urban (9), urban-mixed (38), rural-mixed (29), and all-rural (17) catchment areas. Analyzed by center type and worker discipline, responses were compared in terms of the following variables: (1) Community Mental Health Ideology (endorsement); (2) Organizational Perception of CMHC (medical facility mode vs social service mode); (3) Professionalism; (4) CMHC Role Activism (role behavior response to 18 vignettes); (5) Personal-Professional Role Activism; (6) Role Dis-

crepancy (CMHC's expectations vs social workers'); (7) Two Role Exclusion (perceived scope vs limitations). Findings indicated: (1) inner city and rural social workers most highly endorse CMHC ideology; (2) rural social workers, more than any others, view their CMHC as a social agency organization; (3) rural social workers, in contrast to others, perceive their organizations as expecting greater activism in their roles; (4) inner city social workers are most activist in role definition, while rural workers occupy a more modal position; (5) rural social workers perceive their CMHC's as expecting the fewest areas of community life to be excluded. (JC)

ED 111 584 RC 008 765

Settle, Lester M.

The Functional Community and Rural Parish Organization.

Christian Rural Research and Resource Service, Debert (Nova Scotia).

Pub Date 21 Aug 75

Note—23p.; Not available in hard copy due to marginal legibility of original document. Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 21-24, 1975)

Available from—Christian Rural Research and Resource Service, R.R.1, Debert, Nova Scotia ($0.75)

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—*Churches, Church Programs, *Community Coordination, *Models, *Organizational Change, *Rural Areas, Sociology

Identifiers—*Functional Community, Nova Scotia

A United Church of Canada research project attempted to determine whether the "functional community" concept was a viable basis for restructuring congregations for rural ministry in Colchester County, Nova Scotia. Research documented the functional community concept via socioeconomic variables such as social and political history, economic structures and labor patterns, community contacts, etc. Findings revealed that the villages were functioning as one community, but the churches were competitive and in many respects "dysfunctional." Based on the research, suggested alternative forms of parish organization included: (1) the Group Ministry Model (two or more denominations working together in a loose structure under guidance of a lay council); (2) the Cluster Model (the entire functional community under one overall planning committee via a steering committee made up of each professional leader and congregational representatives); (3) the Area Ministry Model (similar to Cluster Model with a specified geographical functional area, ministers and laymen working together as a team, a discovery process for area needs and remediation, and continuing education for clergy and laity); (4) the Pastoral Zone Model (a central staff, a pastoral zone planning council and council, congregational units, and neighborhood groups). (JC)

ED 111 585 RC 008 766

Adams, Doris And Others

Report of the Michigan Interim Action Committee on Indian Problems.

Michigan State Interim Action Committee on Indian Problems, Lansing.

Pub Date Mar 71

Note—40p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*American Indians, *Economic Development, *Education, *Employment, *Health, Needs, Policy Formation, Programs, Statistical Data

Identifiers—*Michigan

Stressing the importance of American Indian involvement in affairs affecting Michigan's Indian population, this report by the Interim Action Committee on Indian Problems presents recommendations relative to education, employment, health, and the Commission on Indian Affairs. Recommendations for the commission emphasize: leadership at the local, State, and Federal levels; educational program development; welfare eligibility information; legal education; budgetary responsibilities; priority programing, on-going evaluations, etc. Health recommendations focus on remedial actions pertinent to: infant mortality rates, adult death rates, malnutrition, alcoholism, the training of professional Indian health workers, etc. Employment recommendations call for: inservice training of Michigan Concentrated Employment Programs" (MCEP) staff, revision of the Bureau of Indian Affairs' relocation procedures, coordination between program development and the Intertribal Councils of Michigan, etc. Economic development recommendations focus on land use and industrial development and skill training in specific nonreservation areas. Educational recommendations call for a needs assessment, an Indian Education Staff in the Department of Education and an Indian Education Committee to advise the State Board of Education, a 5-year reading literacy goal, etc. (JC)

ED 111 586 RC 008 768

Dowdall, George W.

Models of Metropolitan Socioeconomic Differentiation: A Comparison Among Black, Latino, and Anglo Patterns in 1970. Draft.

Spons Agency—State Univ. of New York, Buffalo.

Pub Date 28 Mar 75

Note—44p.; Paper presented at the Annual Meeting of the Southwestern Sociological Association (San Antonio, Texas, March 28, 1975)

Available from—George Dowdall, Department of Sociology, State University College at Buffalo, 1300 Elmwood Ave., Buffalo, New York 14222 (free)

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Academic Achievement, *Anglo Americans, Comparative Analysis, Income, Latin American Culture, *Metropolitan Areas, *Minority Groups, Models, Negroes, Occupations, Puerto Ricans, Racial Differences, Social Stratification, *Socioeconomic Influences, *Spanish Culture

Utilizing data for blacks, Mexican Americans, Puerto Ricans, and other Spanish heritage Americans, a model of urban differentiation was evaluated. Building on recent research of black-white patterns, the model related some structural characteristics of metropolitan areas (manufacturing employment, the presence of two important minorities, recent increases in the size of a minority, population size, and region) to educational, occupational, and income differentiation. The overall results suggested the model's utility. Differentiation in 1970, measured by the index of dissimilarity between two percentage distributions, was highest between Puerto Ricans and Anglos in the Middle Atlantic states and between blacks and Anglos in the South. Four separate analyses indicated the importance of occupational differentiation and particularly educational differentiation in influencing income differentiation. The regional analyses showed manufacturing employment to be particularly important in lowering black-Anglo differentiation; percent black in lowering Puerto Rican differentiation (in contrast to expectations about the impact of interminority competition); percent Spanish heritage minority in raising Latino-Anglo differentiation in the Southwest (an index of Anglo gains from Latino subordination); and area population size in lowering Latino-Anglo differentiation elsewhere. (Author/NQ)

ED 111 587 RC 008 804

Pierce, James M.

The Condition of Farmworkers and Small Farmer in 1974. Report to the National Board of the National Sharecroppers Fund/Rural Advancement Fund.

National Sharecroppers Fund / Rural Advancement Fund, Washington, D.C.

Pub Date [75]

Note—15p.; For related document, see ED 092 281

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Agribusiness, *Agricultural Laborers, *Economic Disadvantagement, *Farm Labor, Farm Labor Legislation, Health, Housing Needs, Migrant Workers, *Rural Population, Sharecroppers, Welfare Problems

The number of farms in rural America continued to decline. In 1974, 23,420 farms went out of business. Farm subsidy payments, originally designed to assist small farmers, contributed little to the survival of the small farmer. The 1974 increased costs in fuel and fertilizer alone reduced net farm income by $5 billion--approximately a $2,500 reduction in net income per farm. Although farm prices declined during 1974, prices paid by consumers at the supermarket continued to climb. Yet, the farmer received less than 41 cents of every food dollar spent by consumers. Evidence showed that market concentration (the lack of competition) led to higher food costs. Agribusiness not only contributed to increased food costs but threatened the existence of the independent farmer as well. Nearly 25 percent of all food production was "vertically integrated" through outright corporate ownership or through contracts. Farmworkers also suffered from low wages, seasonal work, limited coverage under protective labor legislation, increased mechanization, poor education, and critical health and housing needs. However, organizations such as the National Sharecroppers Fund, farmer and craft co-ops, and land-reform groups are working on these problems, showing that reform and revitalization in rural America are possible. (NQ)

ED 111 588 RC 008 805

Rowe, Gene A.

The Hired Farm Working Force of 1974. A Statistical Report. Agricultural Economic Report No. 297.

Economic Research Service (DOA), Washington, D.C. Economic Development Div.

Report No—AER-297

Pub Date Jul 75

Note—32p.; For related documents, see ED 020 361; ED 051 357; RC 006 232; RC 007 285

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Agricultural Laborers, *Employment, Employment Statistics, *Farm Labor, Income, Labor Force, Manpower Utilization, *Migrant Workers, Seasonal Laborers, *Statistical Data, Wages

Information is given on the number, characteristics, employment, and earnings of persons 14 years of age and over who performed hired farm wagework at any time during 1974. The brief analysis highlights some of the most pertinent changes and trends in the size and composition of the hired farm working force. Data were obtained through a survey conducted by the Bureau of the Census as a supplementary part of its monthly Current Population Survey made in December 1974. In 1974, there were approximately 2.7 million persons in the hired farm working force. The annual employment of farmworkers appeared to have become stable after the long-term downward trend of prior years. Generally, hired farm wageworkers were young (median age 23 years), white (83 percent), male (79 percent), and resided in nonfarm places (76 percent). They earned an average of $1,447 in annual cash wages, or $16.60 per day for 87 days of farm wagework. Approximately 1.6 million workers were employed solely in farm work during the year; the remaining 1.1 million performed both farm and nonfarm work. About 209,000 (8 percent) of the total were migratory farmworkers in 1974, the third consecutive year of increase. Annual earnings for these workers averaged $1,688, or $21.60 per day for 78 days of farmwork. Forty-nine percent of all migrants were employed only in farmwork during the year. (Author/NQ)

ED 111 589 RC 008 807

Johnson, Helen W.

American Indians in Transition. Agricultural Economic Report No. 283.

Economic Research Service (DOA), Washington, D.C. Economic Development Div.

Report No—AER-283

Pub Date Apr 75

Note—42p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Academic Achievement, *American Indians, Cultural Factors, Economic Development, Economic Disadvantagement, Educational Programs, Employment Trends, Health, Housing, *Individual Power, Population Trends, *Rural Population, *Sociocultural Patterns, *Urban Population

Identifiers—Alaska Natives

The American Indian population is in a period of transition. It is young, growing, and becoming more urban. There were some improvements in income, housing, education, and health in the 1960-70 decade, but Indians remain the most disadvantaged of the minority ethnic groups in the United States. By most of the above measures, Indians, especially rural Indians, are not as well off as the U.S. population as a whole. But the Indian people are moving toward self-determination, or self-government, in programs to enhance their lives. Both excessive paternalism and termination of the trust relationships have become discredited as national policy regarding Indians. As the Pre-

sident's Message of 1970 states, "Federal termination errs in one direction, Federal paternalism errs in the other." It is also widely accepted that the integrity of the Indian culture should be preserved, not only as a contribution to cultural pluralism which enriches society as a whole, but also as a reflection of the desires of the Indian people themselves. The Indian culture is in a transition period, but the roots of Indian customs and values are deep and will not yield quickly or easily to alien customs and values. The process of moving toward self-determination is underway, and some measure of change is in the Indian picture today. (Author/NQ)

ED 111 590 RC 008 808

Spurlock, Hughes H.

Differences in Housing Credit Terms and Usage Between Metro and Nonmetro Areas in the United States, 1971. Agricultural Economic Report No. 305.

Economic Research Service (DOA), Washington, D.C. Economic Development Div.

Report No—AER-305

Pub Date Aug 75

Note—26p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Agency Role, Consumer Economics, *Credit (Finance), Federal Aid, *Financial Services, *Housing, Interest, Metropolitan Areas, Rural Areas, *Rural Urban Differences, Statistical Data, Urban Areas

In 1971, a U.S. Census of Housing surveyed the financing of homeowners and rental properties, including characteristics of mortgages, properties, and homeowners. Data were obtained on places located outside Standard Metropolitan Statistical Areas (SMSA) and in places of less than 10,000 population, and on rural areas located outside SMSA's. These area classifications were considered as being close approximations to the "rural area" defined in the 1949 Housing Act. Areas classified as SMSA's were considered proxies for urban areas. To determine rural-urban differences, a comparative analysis was made of data contained in the survey on credit terms and usage in SMSA's, in non-SMSA's, and in places of less than 10,000 population and rural areas located within the non-SMSA counties. Analysis showed home buyers in rural areas paid higher interest rates on conventional mortgages, had shorter repayment periods, and had fewer choices of lenders. Yet, credit conditions did improve during the 1960's in rural areas. Savings and loan associations, the major home mortgage lenders, became more active in rural areas. They held 35 percent of the first mortgages in 1971 as compared with 23 percent in 1960. Expansion of activities by Federal agencies in rural areas tended to narrow the gap between the percentage of loans guaranteed and insured in rural areas as compared to metro areas. (Author/NQ)

ED 111 591 RC 008 809

Brady, Guy, Jr.

The Economic Impact of Industrialization on a Rural Town Economy; Wynne, Arkansas.

Pub Date 74

Note—104p.; Master of Science Thesis, University of Arkansas

Available from—Inter-Library Loan, University of Arkansas, Fayetteville, Arkansas

Document Not Available from EDRS

Descriptors—Change Strategies, City Government, *Community Development, *Economic Factors, Employment Opportunities, *Industrialization, Labor Force, Migration, Rural Areas, *Rural Development, School Systems, *Socioeconomic Influences, Utilities

Identifiers—*Arkansas (Wynne)

The study investigated the economic impact of industrialization on the public and private sector of the community of Wynne, Arkansas. In the private sector, income, job opportunities and employment shifts, migration, commuting, and employee characteristics (age, sex, and education) were studied. In the public sector, the city government's individual departments and the public school system were examined. Changes in total income, per capita income, and expenditures were considered. Public municipal utilities and services were also studied to determine changes in the quality of services received by residents. The time period from 1960 to 1970 was chosen because of difficulty in obtaining data prior to 1960. When possible, 1971 and 1972 figures were used instead of 1970 or to complement the 1970 figures. Primary data were obtained through personal interviews with city officials, local community leaders, and plant managers; from city, county, and state records; and through personal questionnaires distributed to employees of the local factories either by mail or through the plant's payroll system. Secondary data were obtained from state agencies and the University of Arkansas Library. Some findings were: the factories did contribute to reducing the area's unemployment; the total and per capita municipal real revenue received by Wynne increased substantially from 1960 to 1970; and the school system's revenue increased greatly during the study period. (NQ)

ED 111 592 RC 008 811

Wheelbarger, Johnny J.

Native American Archaeological Sites: An Annotated Bibliography Relating to Indian Archaeological Sites in the Southeastern United States.

Pub Date 74

Note—41p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*American Indian Culture, American Indians, *Annotated Bibliographies, Anthropology, *Archaeology, *Cultural Background, Parks, *Reference Materials

Identifiers—*Southeastern States

Thirty-six American Indian archaeological sites located in the southeastern states of Alabama, Florida, Georgia, Kentucky, North Carolina, and Tennessee are cited. Included are some of the very early sites, some of the larger and better known sites, and some that are being developed as state-owned archaeological parks in Tennessee. Information sources, briefly annotated, are cited for each site. A glossary of terms used and a listing of the sites by respective states are also included. Among the sites listed are: Moundville Site, Crystal River Site, Fort Walton Site, Weeden Island Site, Swift Creek Site, Parish and Ward Sites, Doerschuk Site, Brick Church Mound, Red Clay, Sellers Farm, and Stone Fort. (NQ)

SE

ED 111 593 SE 015 141

Sharp, William Legg, Jr.

A Kinetic Structural Analysis of Some College Physics Lectures.

Pub Date 72

Note—184p.; Ed.D. Dissertation, Columbia University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-23,715, MF-$5.00, Xerography-$11.00)

Document Not Available from EDRS

Descriptors—*College Science, Doctoral Theses, Educational Research, Higher Education, *Instruction, Lecture, *Physics, *Science Education, Teaching Styles, *Verbal Communication

Identifiers—Research Reports

This study was proposed to determine the occurrence, stability, and character of kinetic structure patterns within college physics lessons. Six lectures were randomly chosen from the schedules of each of six cooperating physics professors and a transcription of audio-tape recordings of each lecture was prepared. The flow of discourse was broken into discrete "thought-segments" known as discourse units. Within each discourse unit substantive terms or phrases known as verbal elements were determined. Three parameters of structure were identified in the lectures: (1) commonality, the degree to which contiguous statements of discourse contained common verbal elements; (2) progression, the degree to which the substantive content of a discourse statement diverges from that in the immediately preceding statement; and (3) theme activity, the degree to which discourse centers about central "theme" elements. A range of distinct modes of verbal organization was revealed among the cooperating professors. Statistically significant differences in structure were found between lectures on similar substantive material presented by different professors, whereas no significant differences were observed between lectures on different topics presented by the same professor. (Author/MLH)

ED 111 594 SE 015 286

Fagerberg, Karen Sue

A Status Study of Biological Science Instruction in Selected Public High Schools in the State of Mississippi.

Pub Date 72

Note—245p.; Ed.D. Dissertation, University of Southern Mississippi

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-26,541, MF-$5.00, Xerography-$11.00)

Document Not Available from EDRS

Descriptors—*Biology, *Curriculum, Doctoral Theses, Educational Research, *Instruction, Public Schools, Science Education, Secondary Education, *Secondary School Science, *Surveys, Teacher Characteristics

Identifiers—*Mississippi, Research Reports

This study was primarily concerned with the status of biology education in a select sample of public high schools in the state of Mississippi and how that status related to selected aspects of the status of biology education in the nation as a whole and to certain recommendations of authorities in the field for an optimal biology program. The major areas surveyed were: (1) personal characteristics of biology teachers, (2) equipment and facilities, (3) offerings and enrollment, and (4) curriculum and instruction. The results of this study indicated that Mississippi biology teachers, as represented by the total study population, were similar to science teachers in the nation as a whole as far as age, sex, teaching experience, and teaching loads were concerned. All schools in the total study population offered first-year biology courses of the more traditional type, as did most schools in the nation. Only a few schools offered a second-year biology course. Only a few schools indicated any type of curriculum change within the past 10 years. Less than 10 percent taught BSCS courses; the majority of courses offered were traditional. On the average, biology facilities and equipment were inadequately provided by the schools represented in this study. (Author/MLH)

ED 111 595 SE 016 329

Pollak, Richard Alan

The Development, Implementation, and Evaluation of a Computer-Augmented Science Learning Game Model in an Adaptive System.

Pub Date 72

Note—192p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-4124, MF-$5.00, Xerography-$11.00)

Document Not Available from EDRS

Descriptors—*Computer Assisted Instruction, Doctoral Theses, *Educational Games, Educational Research, Game Theory, *Instruction, Learning Activities, Science Education, Secondary Education, *Secondary School Science, *Simulation

Identifiers—Research Reports

This study investigated the development and evaluation of a computer-augmented science learning game model, through the implementation of a specific game derived from the game model. Formative evaluation strategies were synthesized from two existing evaluation procedures and were tested and applied to the learning resource under development. As a result of the evaluation, a valid game model was developed, which incorporates the four functions the investigator has indicated are essential to create a nontrivial learning resource. The functions of the learning resource include: (1) promote a responsive environment; (2) enhance direct interaction through computer-augmentation; (3) create an autotelic resource; and (4) allow the student to explore the processes of scientific inquiry and reinforce the student's scientific knowledge. Through the implementation of the game model, it was found that the specific game created a learning environment. On several occasions, students went back to their classroom and performed an experiment under the same conditions as given in the simulation, thereby initiating inquiries on their own. This was an unexpected outcome. The second outcome, which was anticipated, was a significant difference between

control and experimental groups' posttest means on the questions related to the inquiry objectives in favor of the students who played the game. (Author/MLH)

ED 111 596 SE 016 341
Jones, James Edward
Computer-Simulated Experiments in High School Physics and Chemistry.
Pub Date 72
Note—131p.; Ph.D. Dissertation, Iowa State University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-3897, MF-$5.00, Xerography-$11.00)
Document Not Available from EDRS
Descriptors—*Chemistry, *Computer Assisted Instruction, Doctoral Theses, Educational Research, Laboratory Experiments, *Physics, Science Education, Secondary Education, *Secondary School Science, *Simulation
Identifiers—Research Reports
This study investigated the feasibility of using computer-simulated experiments in high school physics and chemistry. Fifteen sections of students enrolled in high school physics and chemistry were randomly divided into experimental and control groups. A series of 10 experiments was done by use of computer simulation in the experimental group; whereas the control group carried out the investigation with traditional laboratory equipment. Achievement tests were given over each of the experiments. Pretests and posttests were used to determine attitudes toward the subject, laboratory work, and computer as a laboratory aid, and toward using a computer terminal. Findings of the study included: (1) the attitudes of the two groups toward the subject and toward laboratory work were not significantly different before the experiment or after the experiment; (2) at the start of the experiment, the experimental group's attitude toward the computer as a laboratory aid was not significantly different from the attitude of the control group; (3) at the close of the experiment, the experimental group's attitude toward the computer as a laboratory aid was significantly more positive than the attitude of the control group; and (4) the achievement test mean scores for the two groups were not significantly different. (Author/MLH)

ED 111 597 SE 016 350
Murphy, Michael D.
The Development and Assessment of an Experimental Teacher Training Program for Beginning Graduate Assistants in Chemistry.
Pub Date 72
Note—135p.; Ph.D. Dissertation, The Ohio State University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-2083, MF-$5.00, Xerography-$11.00)
Document Not Available from EDRS
Descriptors—*Chemistry, *College Science, Doctoral Theses, Educational Research, Higher Education, *Inservice Programs, Interaction Process Analysis, Science Education, *Teacher Education, *Teaching Assistants
Identifiers—Research Reports
In this study a training program for new teaching assistants in freshman chemistry was developed and assessed. All new assistants in the Freshman Division were assigned by a stratified random technique to either the control or treatment group, with the latter receiving inservice training in the skills of teaching recitation classes. This training consisted of seminars, videotaped microteaching sessions, and inclass observations by and individual conferences with the author. The participants in both groups were observed before significant instruction of the treatment group and twice after the training program was concluded. An audio recording was made of each classroom observation and the verbal behaviors of teacher and students were encoded by the Flanders Interaction Analysis Category System and the Question Category System for Science. The data thus obtained were submitted to a two-way analysis of variance and a 90 X 90 Pearson product moment correlation matrix. A conservative interpretation allowed the following statements: (1) the training program appeared to provide assistants who were more successful in drawing students into the verbal activity of the classroom; (2) the program provided assistants who lectured less and used more techniques of praise or encouragement; and (3) the program provided assistants who asked a greater number of questions. (Author/MLH)

ED 111 598 SE 016 358
Denton, Jon James
A Methodological Study of a Computer-Managed Instructional Program in High School Physics.
Pub Date 72
Note—245p.; Ed.D. Dissertation, University of Missouri-Columbia
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-7023, MF-$5.00, Xerography-$11.00)
Document Not Available from EDRS
Descriptors—Achievement Tests, Attitude Tests, Comparative Analysis, *Computer Assisted Instruction, *Conventional Instruction, Doctoral Theses, Educational Research, *Individualized Instruction, Instruction, Models, *Physics, Science Education, Secondary Education, *Secondary School Science, Teaching Methods
Identifiers—Physical Science Study Committee, PSSC, Research Reports
The purpose of this study was to develop and evaluate an instructional model which utilized the computer to produce individually prescribed instructional guides in physics at the secondary school level. The sample consisted of three classes. Of these, two were randomly selected to serve as the treatment groups, e.g., individualized instruction and traditional instruction. The third classroom served as the control group. An orientation phase of 12 weeks duration was utilized to enable the students in the experimental group to become accustomed to techniques unique to the individualized instruction. At the conclusion of the orientation phase, an achievement test was administered which served as a pretest. During the treatment phase, two chapters from PSSC were selected for the instructional content. Attitude and post-achievement tests were administered at the end of the treatment. The data were analyzed by using analysis of covariance, chi-square, and multiple correlation. The results indicated no significant differences in achievement levels of students receiving different treatments. The number of objectives mastered was significantly increased by utilizing individualized instruction. The attitude toward the course of physics did not change significantly after receiving individualized instruction. (Author/PS)

ED 111 599 SE 016 362
Sakmyster, Diane Carol Decker
Comparison of Inductive and Deductive Programmed Instruction on Chemical Equilibrium for High School Chemistry Students.
Pub Date 72
Note—179p.; Ed.D. Dissertation, Indiana University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-6993, MF-$5.00, Xerography-$11.00)
Document Not Available from EDRS
Descriptors—Achievement Rating, *Chemistry, Comparative Analysis, Criterion Referenced Tests, *Deductive Methods, Doctoral Theses, Educational Research, High School Students, *Inductive Methods, Instruction, *Programed Instruction, Science Education, Secondary Education, *Secondary School Science
Identifiers—Research Reports
This study was designed to compare the effectiveness of inductive and deductive programmed instruction for high school students. The sample was formed from high school chemistry students in three schools. In two of the schools, the students worked on the programmed materials on four consecutive days and were tested on the fifth day. At the third school, the students were given two hours a week on the programmed material, and thus the instruction was spread over three weeks. The content of the two types of treatment materials was selected to be chemical equilibrium. The same task analysis, behavioral objectives and number of learning frames were included in the two types of materials. Two criterion tests were administered to assess success on and retention of the programmed materials. Several other tests relating to reading and algebriac ability, creativity, personality factors, and cognitive style were administered to students. Analysis of variance indicated no significant difference in the students' success or retention on either program. Sex, cognitive style, and creativity were not significantly related to students' success. Reading ability, algebraic skills, and most of the personality factors had a significant effect on the students' success on the programs. (Author/PS)

ED 111 600 SE 016 365
Talisayon, Vivien Millan
Some Cognitive Variables in Meaningful Learning of the Physics Concepts of Work and Energy: A Study of Ausubelian Learning Model.
Pub Date 72
Note—259p.; Ph.D. Dissertation, Cornell University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-7154, MF-$5.00, Xerography-$11.00)
Document Not Available from EDRS
Descriptors—Cognitive Tests, Doctoral Theses, Educational Research, High School Curriculum, Instruction, *Learning, *Learning Theories, *Physics, Retention, Science Education, *Scientific Concepts, Secondary Education, *Secondary School Science, Statistical Analysis
Identifiers—*Ausubel, Research Reports
This study is an empirical investigation of Ausubel's paradigm of meaningful learning, applied specifically to the learning of high school physics students. In the first phase of the study path analysis and multiple regression techniques were used to describe the Ausubelian learning variables: available relevant ideas in learner's cognitive structure, the meaningful learning set of predisposition of a learner to relate concepts meaningfully, and the extent of meaningful learning that has taken place. Several background variables were also studied for their effect on learning. In the second phase, the effects of two instructional treatments on meaningful learning and their respective interaction with two corresponding Ausubelian cognitive variables were studied. In the third phase, three retention tests were administered at intervals. The analysis of data revealed evidence for a major role of relevant cognitive content in meaningful learning. An additional factor found to be significant in the leaning process was the ability to relate ideas meaningfully. Two different instructional treatments did not significantly increase scores on a measure of meaningful learning. High scorers in measures of meaningful learning set and relevant cognitive content displayed greater initial learning and more stable retention, but not faster retroactive facilitation of the material learned. The findings of the study lend qualified support to Ausubel's model of meaningful learning. (Author/PS)

ED 111 601 SE 016 377
Ward, Roger Woodmansee
A Study of the Development in Fourth, Fifth and Sixth Grade Children of an Understanding of a Particulate Model of Matter.
Pub Date 72
Note—83p.; Ed.D. Dissertation, Cornell University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-10,152, MF-$5.00, Xerography-$11.00)
Document Not Available from EDRS
Descriptors—*Concept Formation, Doctoral Theses, *Educational Research, Elementary Education, *Elementary School Science, Learning, *Learning Theories, Matter, Science Education, *Scientific Concepts
Identifiers—*Piaget (Jean), Research Reports
The study was designed to determine if chronological age is the main factor in a child's ability to develop a particulate concept of matter. Four demonstrations were organized which consisted of a graded series of particle mixing, gas diffusion, dissolving and smoke investigations. The individualized interviews with children were tape recorded. On the basis of interpretation of the children's responses, it was discovered that children under ten years seemed unable to develop such an abstract conceptualization. An interstage transitional "readiness" was found in ten-, eleven-, and some twelve-year-olds indicating that the full concept requires the Piagetian formal operational stage before behavioral recognition can be made. Factors such as ethnic background, type of school community, sex or basic interest seem not to be significant in the concept development. (Author/PS)

ED 111 602 SE 016 380

Brown, Thomas Richard

An Evaluation of the Verbal Role Behavior of Selected Teachers of Introductory Physical Science and an Assessment of the In-Service Workshop as an Effective Means of Influencing the Teacher Verbal Role Behavior of Guided Discovery/Inquiry.

Pub Date 72

Note—113p.; Ed.D. Dissertation, The Pennsylvania State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-7415, MF-$5.00, Xerography-$11.00)

Document Not Available from EDRS

Descriptors—Classroom Techniques, Doctoral Theses, Educational Research, Higher Education, *Inquiry Training, *Inservice Teacher Education, Junior High Schools, *Physical Sciences, Science Education, *Secondary School Science, Secondary School Teachers, *Teacher Behavior, Teaching Methods, Verbal Communication

Identifiers—*Introductory Physical Science, IPS, Research Reports

This study was designed to assess the teacher verbal role behavior of Guided Discovery/Inquiry before and after an in-service workshop. The sample consisted of 24 junior school teachers, who were teaching Introductory Physical Science (IPS) materials and traditional materials (non-IPS). Three IPS and five traditional teachers were randomly assigned to a one-day in-service workshop treatment group (TRT) and the other 16 teachers served as control group (non-TRT). Three pre-observations of one hour each, using the Ribble and Schultz Social-Substantive Schedule II, were systematically recorded for each teacher in both TRT and non-TRT groups. Following the workshop, all the teachers (TRT and non-TRT) were post-observed to assess any measurable changes in the verbal role behavior of the TRT teachers. The findings showed that no IPS teacher exhibited in the pre-observations the verbal role behavior of Guided Discovery/Inquiry. The in-service workshop was not totally effective in changing the verbal role behavior for TRT and non-TRT teachers. The TRT group showed significant changes toward eliciting more questions from the total class and developing an atmosphere with fewer teacher reproving/defensive behaviors for freer volunteer responses from the students. Teaching experience (more than nine years) was related to reduction in teachers' reproving/defensive behaviors in classrooms. (Author/PS)

ED 111 603 SE 016 384

Neman, Robert Lynn

A Focus on Problems of National Interest in the College General Chemistry Laboratory: The Effects of the Problem-Oriented Method Compared with Those of the Traditional Approach.

Pub Date 72

Note—125p.; Ph.D. Dissertation, North Texas State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-12,924, MF-$5.00, Xerography-$11.00)

Document Not Available from EDRS

Descriptors—*Academic Achievement, *Chemistry, *College Science, Comparative Analysis, Course Evaluation, Critical Thinking, *Curriculum, Doctoral Theses, Educational Research, Higher Education, *Instruction, Science Education, Student Attitudes, Test Results

Identifiers—Research Reports

This study was designed to assess the effects of the problem-oriented method compared to those of the traditional approach in general chemistry at the college level. The problem-oriented course included topics such as air and water pollution, drug addiction and analysis, tetraethyl-lead additives, insecticides in the environment, and recycling of wastes. The traditional course included topics such as chemical composition, gas laws, solutions, and acids and bases. A total of 67 students formed the control group, with 71 students in the experimental group. A battery of instruments was administered at the beginning of the courses and toward the end of the semester. No significant differences were found on the criteria of achievement and the critical thinking scores. A significant positive difference was found on the criterion of attitude change toward the course for the experimental group. Further analysis involved partitioning scores based on high school chemistry background. No significant differences were found regardless of the type of courses on any of the three criteria among students with a high school chemistry background and among students with no high school chemistry background. (Author/PS)

ED 111 604 SE 016 385

Garrity, Raymond Joseph

A Study of Science Instructors in the Junior and Community Colleges.

Pub Date 72

Note—165p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-10,816, MF-$5.00, Xerography-$11.00)

Document Not Available from EDRS

Descriptors—*College Science, College Teachers, Doctoral Theses, Educational Research, *Junior Colleges, *National Surveys, School Surveys, *Science Education, Sciences, Science Teachers, *Teacher Background, Teaching Load

Identifiers—Research Reports

The purpose of this study was to investigate the duties and work load, formal education, experiential background, and job mobility of instructors of physical and biological sciences in publicity-supported junior and community colleges. The survey instruments were returned by 366 instructors in 70 institutions in 31 states. Among the findings were: Teaching loads usually consisted of more than ten credit hours per term and required two to three preparations; certification was seldom required; the master's degree was most frequently reported as the highest earned degree; and most respondents expected to remain in their present teaching positions indefinitely. On the basis of the data, the following main conclusions were drawn: (1) science faculties may be philosophically more closely tied to high school than to higher education; (2) absence of in-service education seemed to be the rule, and the effectiveness of those programs which existed was questionable; and (3) there is little likelihood of obsolescent scientific knowledge among science instructors. (Author/PS)

ED 111 605 SE 016 387

Yaghlian, Nevart

University Teaching: The Impact of an In-Service Program for Teaching Fellows in Chemistry.

Pub Date 72

Note—229p.; Ph.D. Dissertation, The University of Michigan

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-11,302, MF-$5.00, Xerography-$11.00)

Document Not Available from EDRS

Descriptors—*Chemistry, *College Science, Doctoral Theses, Educational Research, Higher Education, *Inservice Teacher Education, Interpersonal Competence, Program Evaluation, *Science Education, Teacher Attitudes, *Teaching Assistants

Identifiers—Research Reports

This study was concerned with the development, implementation and assessment of an in-service program for teaching fellows in the chemistry department at The University of Michigan. The in-service program focused on the interpersonal aspect of teaching. A total of fifteen teaching fellows were involved in different aspects of the program, with eight of them participating in all its phases. Also included in the sample were 498 students enrolled in chemistry classes taught by the teaching fellows. Variables considered in assessment of the program were attitude toward teaching as a career, job satisfaction, interpersonal style of teaching fellows, and satisfaction of students with teachers. The findings indicated that students taught by participating teaching fellows were more satisfied than were students of non-participants. Change in attitude toward teaching seemed to be related to a consideration on the part of teaching fellows of the relative advantages and disadvantages in teaching. Change in job satisfaction seemed to be related to the level of ambivalence toward teaching. (Author/PS)

ED 111 606 SE 016 388

Eichenberger, Rudolph J.

The Development and Validation of a Judging Instrument to Evaluate Creative Products in Physics.

Pub Date 72

Note—133p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-10,977, MF-$5.00, Xerography-$11.00)

Document Not Available from EDRS

Descriptors—*College Science, Creativity, *Creativity Tests, Doctoral Theses, Educational Research, *Evaluation, Evaluation Criteria, Higher Education, Individual Tests, *Physics, Science Education, *Test Construction, Tests, Test Validity

Identifiers—JCI, *Judging Criteria Instrument, Research Reports

The purpose of this study was to develop and validate an instrument to assess the creativity of a student through the products he creates. The instrument was called the Judging Criteria Instrument (JCI). This instrument was administered to 33 general physics students. Multiple criteria of teacher judgment scores and Torrance Tests of Creative Thinking were used to test the concurrent validity of the JCI. The JCI was shown to be a reliable and valid instrument. (Author/PS)

ED 111 607 SE 016 393

Penn, Roger Frederick

An Experimental Study Involving the Use of Contract Evaluation in a CHEM Study and in a Traditional High School Chemistry Course.

Pub Date 72

Note—251p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-11,555, MF-$5.00, Xerography-$11.00)

Document Not Available from EDRS

Descriptors—*Academic Achievement, *Chemistry, Comparative Analysis, Doctoral Theses, Educational Research, Evaluation, *Evaluation Methods, High School Curriculum, Performance Contracts, Science Education, Secondary Education, *Secondary School Science, *Student Attitudes, Student Evaluation

Identifiers—CHEM Study, Research Reports

This study was concerned with a comparison of the effects of utilizing contract and traditional student evaluation methods in a CHEM Study and in a traditional high school chemistry course. The sample consisted of 49 students enrolled in a CHEM Study course and 63 in a traditional chemistry course. Student evaluations were conducted using the contract evaluation technique and the traditional evaluation technique. The instruments administered were ACS-NSTA Cooperative Examination: High School Chemistry, CHEM Study Final Examination, Cornell Critical Thinking Inventory, Test on Understanding Science, A Scale to Measure Attitude Toward this Chemistry Course, and Otis-Lennon Mental Ability Test. The analysis of data revealed that contract and traditionally evaluated students performed equally well on tests of achievement. Contract and traditional evaluation final grades were equally valid for indicating student performance on tests of critical thinking and chemistry subject matter. The use of contract evaluation did not result in any significant change of students' attitudes toward their chemistry course. Contract students agreed, initially, that they learned more under contract evaluation than they would under traditional evaluation. Contract students exhibited wise grade management in working toward their aspired yearly grade. (Author/PS)

ED 111 608 SE 016 397

Cooper, Richard Ellis

A Study of the Science Curriculum Improvement Study Resource Personnel Workshop Participants to Determine the Relationship between Selected Factors and Subsequent Participant Activity.

Pub Date 72

Note—277p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106

(Order No. 73-12,695, MF-$5.00, Xerography-$11.00)
Document Not Available from EDRS
Descriptors—Doctoral Theses, *Educational Research, Elementary School Science, *Followup Studies, Higher Education, *Inservice Teacher Education, Science Education, *Science Institutes, *Teacher Education, Workshops
Identifiers—National Science Foundation, NSF, Research Reports, *Science Curriculum Improvement Study, SCIS
The study was designed to compare the workshop activity of participants attending the 1971 Resource Personnel Workshop on the Science Curriculum Improvement Study (SCIS) in teams (2-3 persons/team) and as individuals. Twenty-two participants attended the workshop in teams and another nine as individuals. Data were collected before, during, and after the workshop. The instruments used included a standardized test of general science knowledge, a questionnaire of the participants' perception of SCIS, a workshop evaluation form, a final inventory of the participants' reactions, and a survey form for the reactions to the workshops presented during the follow-up period. Participant activity was monitored by feedback forms which were returned monthly to the investigator. The analysis of data revealed no significant difference between the level of workshop activity of teams and of individuals. Most of the participants reported an increase in their resource personnel activity, but the relative rank of participants in regard to the number of workshops they conducted remained the same. No significant correlation was found between the dependent variable, the level of activity during the follow-up period, and the independent variables: knowledge of general science, perception of the SCIS program, years of teaching experience, age, and academic degree. The participants' perception of the SCIS program became significantly more positive during the workshop. (Author/PS)

ED 111 609 SE 017 446
Savler, D. S. Smith, J. C.
Aerospace Environment. Aerospace Education I.
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Pub Date 72
Note—140p.; Colored drawings may not reproduce clearly. For the accompanying Instructor Handbook, see SE 017 447
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—*Aerospace Education, Aerospace Technology, *Astronomy, Aviation Technology, Environment, *Instructional Materials, *Meteorology, National Defense, *Physical Sciences, Textbooks
Identifiers—*Air Force Junior ROTC
This book is one in the series on Aerospace Education I. It briefly reviews current knowledge of the universe, the earth and its life-supporting atmosphere, and the arrangement of celestial bodies in outer space and their physical characteristics. Chapter 1 includes a brief survey of the aerospace environment. Chapters 2 and 3 examine the composition of the earth's atmosphere, global weather patterns, and the role played by various forces in producing weather. Chapter 4 includes recent findings on the surface characteristics and features of the Moon. The final chapter contains a brief description of the instruments used by astronomers and examines the worlds of interplanetary, interstellar, and intergalactic space. The book is designed for use in the Air Force Junior ROTC program. (PS)

ED 111 610 SE 017 447
The Aerospace Environment. Aerospace Education I. Instructor Handbook.
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Pub Date Sep 72
Note—44p.; For the accompanying textbook, see SE 017 446
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Aerospace Education, Aerospace Technology, *Astronomy, Aviation Technology, Course Organization, Curriculum Guides, Environment, *Instructional Materials, *Meteorology, National Defense, *Physical Sciences, Secondary Education, Teaching Guides, Unit Plan
Identifiers—*Air Force Junior ROTC
This publication provides guidelines for teachers using the textbook entitled "Aerospace Environment," published in the Aerospace Education I series. Major categories included in each chapter are objectives, behavioral objectives, suggested outline, orientation, suggested key points, instructional aids, projects, and further reading. Background materials for major concepts stressed are included. Page references corresponding to the textbook are given where appropriate. A blank sheet is included after each chapter for recording teacher ideas. (PS)

ED 111 611 SE 017 448
Coard, E. A.
Spacecraft and their Boosters. Aerospace Education I.
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Pub Date 72
Note—200p.; Colored drawings may not reproduce clearly. For the accompanying Instructor Handbook, see SE 017 449
EDRS Price MF-$0.76 HC-$9.51 Plus Postage
Descriptors—*Aerospace Education, *Aerospace Technology, *Astronomy, Aviation Technology, Energy, *Instructional Materials, National Defense, *Physical Sciences, Secondary Education, Textbooks
Identifiers—Air Force Junior ROTC, *Spacecraft
This book, one in the series on Aerospace Education I, provides a description of some of the discoveries that spacecraft have made possible and of the experience that American astronauts have had in piloting spacecraft. The basic principles behind the operation of spacecraft and their boosters are explained. Descriptions are also included on unmanned and manned spacecraft. Brief mention is made of space stations, reusable space vehicles, and spacecraft fitted with specialized equipment for planetary exploration. The book is designed for use in the Air Force Junior ROTC program. (PS)

ED 111 612 SE 017 449
Spacecraft and Their Boosters. Aerospace Education I. Instructor Handbook.
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Pub Date Sep 72
Note—62p.; For the accompanying textbook, see SE 017 448
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Aerospace Education, *Aerospace Technology, *Astronomy, Aviation Technology, Course Organization, Curriculum Guides, Energy, *Instructional Materials, National Defense, *Physical Sciences, Secondary Education, Teaching Guides, Unit Plan
Identifiers—Air Force Junior ROTC, *Spacecraft
This curriculum guide is prepared for the textbook entitled "Spacecraft and their Boosters," published in the Aerospace Education I series. Specific guidelines are provided for teachers on each chapter included in the textbook. The guidelines are organized in nine categories: objectives, behavioral objectives, textbook outline, orientation, suggested key points, suggestions for teaching, instructional aids, projects, and further reading. Page references corresponding to the textbook are given for major concepts stressed. (PS)

ED 111 613 SE 017 450
Mickey, V. V.
Aerospace Community. Aerospace Education I.
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Pub Date 73
Note—130p.; Colored drawings may not reproduce clearly. For the accompanying Instructor Handbook, see SE 017 451
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—*Aerospace Education, Aerospace Technology, Aviation Technology, *Career Opportunities, *Instructional Materials, *Military Schools, National Defense, *Physical Sciences, Secondary Education, Textbooks
Identifiers—*Air Force Junior ROTC
This book, one in the series on Aerospace Education I, emphasizes the two sides of aerospace--military aerospace and civilian aerospace. Chapter 1 includes a brief discussion on the organization of Air Force bases and missile sites in relation to their missions. Chapter 2 examines the community services provided by Air Force bases. The topics discussed in Chapter 3 are Air Force community relations and various educational opportunities available to personnel. Chapter 4 deals with the functioning aspects of the aerospace industry. The last chapter lists a large number of careers with a brief description for each of them. A section in this chapter explains the required education standards for most of the Air Force jobs. The book is designed for use in the Air Force Junior ROTC program. (PS)

ED 111 614 SE 017 451
Moynihan, Eileen P.
Aerospace Community. Aerospace Education I. Instructional Unit V.
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Report No—AE-1-7105
Pub Date Sep 73
Note—52p.; For the accompanying textbook, see SE 017 450
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Aerospace Education, Aerospace Technology, Aviation Technology, *Career Opportunities, Course Organization, Curriculum Guides, *Instructional Materials, *Military Schools, National Defense, *Physical Sciences, Secondary Education, Teaching Guides, Unit Plan
Identifiers—*Air Force Junior ROTC
This curriculum guide is prepared for the textbook entitled "Aerospace Community," published in the Aerospace Education I series. Specific guidelines are suggested for teachers using the textbook. Major categories included in the guidebook for each chapter are objectives (traditional and behavioral), suggested outline, orientation, suggested key points, suggestions for teaching, instructional aids, projects, and further reading. Major concepts are briefly discussed with some background material. A blank sheet is included after each chapter for recording teacher ideas. (PS)

ED 111 615 SE 017 452
Savler, D. S. Mackin, T. E.
Space Technology: Propulsion, Control and Guidance of Space Vehicles. Aerospace Education III.
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Pub Date 72
Note—187p.; Colored drawings may not reproduce clearly. For the accompanying Instructor Handbook, see SE 017 453
EDRS Price MF-$0.76 HC-$9.51 Plus Postage
Descriptors—*Aerospace Education, *Aerospace Technology, Energy, *Fundamental Concepts, *Instructional Materials, *Physical Sciences, Secondary Education, Technology, Textbooks
Identifiers—*Air Force Junior ROTC
This book, one in the series on Aerospace Education III, includes a discussion of the essentials of propulsion, control, and guidance and the conditions of space travel. Chapter 1 provides a brief account of basic laws of celestial mechanics. Chapters 2, 3, and 4 are devoted to the chemical principles of propulsion. Included are the basics of thrust, the differences between solid and liquid propellant engines, devices for generating electrical power in space, the potentialities of nuclear and electric rockets and thrust and thrust-vector controls. Chapter 5 is entitled "Control and Guidance Systems" and deals with topics such as servomechanisms and computers, types of guidance systems, and position fixing or celestial navigation. The final chapter includes a discussion of suborbital, earth orbital, lunar, and interplanetary flight. The book is designed for the Air Force Junior ROTC program. (PS)

ED 111 616 SE 017 453
Space Technology: Propulsion, Control and Guidance of Space Vehicles. Aerospace Education III. Instructional Unit II.
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Pub Date Sep 72
Note—62p.; For the accompanying textbook, see SE 017 452
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Aerospace Education, *Aerospace Technology, Course Organization, Curriculum Guides, Energy, *Fundamental Concepts, *Instructional Materials, *Physical Sciences, Secondary Education, Teaching Guides, Technology, Unit Plan
Identifiers—*Air Force Junior ROTC

This curriculum guide is prepared for the Aerospace Education III series publication entitled "Space Technology: Propulsion, Control and Guidance of Space Vehicles." It provides guidelines for each chapter. The guide includes objectives, behavioral objectives, suggested outline, orientation, suggested key points, suggestions for teaching, instructional aids, projects, and further readings. Page references corresponding to the textbook are given where appropriate. (PS)

ED 111 617 SE 017 454
Bulmer, S. B.
International Space Programs. Aerospace Education III.
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Pub Date 73
Note—195p.; Colored drawings may not reproduce clearly; Small print in Appendix A and B. For the accompanying Instructor Handbook, see SE 017 455
EDRS Price MF-$0.76 HC-$9.51 Plus Postage
Descriptors—*Aerospace Education, *Aerospace Technology, *Instructional Materials, *International Programs, Program Descriptions, Research, Secondary Education, Textbooks
Identifiers—Air Force Junior ROTC, International Space Programs, *USSR
This book, one in the series on Aerospace Education III, is a collection of the diverse information available regarding the international space programs. The five goals listed for the book are: to examine the Soviet space program, to understand the future of Soviet space activity, to examine other national and international space programs, to compare the advantages and disadvantages of joint and independent space efforts, and to review some of the international agreements and laws governing space exploration. The book is designed to be used in the Air Force ROTC program. (PS)

ED 111 618 SE 017 455
International Space Programs. Aerospace Education III.
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Pub Date Sep 73
Note—44p.; For the accompanying textbook, see SE 017 454
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Aerospace Education, *Aerospace Technology, Course Organization, Curriculum Guides, *Instructional Materials, *International Programs, Program Descriptions, Research, Secondary Education, Teaching Guides, Unit Plan
Identifiers—Air Force Junior ROTC, International Space Programs, *USSR
This curriculum guide is prepared for the Aerospace Education III series publication entitled "International Space Programs." The guide is organized according to specific chapters in the textbook. It provides guidelines for teachers in terms of objectives, behavioral objectives, suggested outlines, orientation, suggested key points, instructional aids, projects, and further readings. Page references corresponding to the textbook are given where appropriate. Major concepts in each chapter are listed with brief explanations. (PS)

ED 111 619 SE 017 456
Mickey, V. V.
Defense of the United States. Aerospace Education III.
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Pub Date 73
Note—162p.; Colored drawings and photographs may not reproduce clearly. For the accompanying Instructor Handbook, see SE 017 457
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—*Aerospace Education, *Aerospace Technology, *Instructional Materials, Military Organizations, *Military Schools, *National Defense, Resource Materials, Secondary Education, Textbooks
Identifiers—*Air Force Junior ROTC, Department of Defense
This publication, one in the series on Aerospace Education III, deals with the background of the defense system of the United States. Description of different wars in which this country was involved includes the development of new military organizations and different weapons. One chapter is devoted in its entirity to the organizational structure of the present Department of Defense. The last chapter reviews the missions and capabilities of the U.S. Army, Navy and Marine forces and describes some of the more advanced equipment employed by each of these forces. The book is designed to be used in the Air Force ROTC program. (PS)

ED 111 620 SE 017 457
Cox, Rodney V., Jr.
The Defense of the United States. Aerospace Education III. Instructional Unit V.
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Pub Date Sep 73
Note—49p.; For the accompanying textbook, see SE 017 456
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Aerospace Education, *Aerospace Technology, Course Organization, Curriculum Guides, *Instructional Materials, Military Organizations, *Military Schools, *National Defense, Resource Materials, Secondary Education, Teaching Guides, Unit Plan
Identifiers—*Air Force Junior ROTC, Department of Defense
This curriculum guide is prepared for the Aerospace Education III series publication entitled "The Defense of the United States." The guide provides guidelines for each chapter in the textbook as well as general objectives for the complete course. The organization for each chapter includes objectives, behavioral objectives, suggested outline, orientation, suggested key points, instructional aids, projects, and further reading. Page references corresponding to the textbook are given where appropriate. (PS)

ED 111 621 SE 017 458
Mackin, T. E.
Propulsion Systems for Aircraft. Aerospace Education II.
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Pub Date 73
Note—136p.; Colored drawings may not reproduce clearly. For the accompanying Instructor Handbook, see SE 017 459. This is a revised text for ED 068 292
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—*Aerospace Education, *Aerospace Technology, Aviation Technology, Energy, *Engines, *Instructional Materials, *Physical Sciences, Science Education, Secondary Education, Textbooks
Identifiers—*Air Force Junior ROTC
This is a revised text used for the Air Force ROTC program. The main part of the book centers on the discussion of the engines in an airplane. After describing the terms and concepts of power, jets, and rockets, the author describes reciprocating engines. The description of diesel engines helps to explain why these are not used in airplanes. The discussion of the carburetor is followed by an explanation of the lubrication system. The chapter on reaction engines describes the operation of jets, with examples of different types of jet engines. (PS)

ED 111 622 SE 017 459
Elmer, James D.
Propulsion Systems for Aircraft. Aerospace Education II. Instructional Unit II.
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Report No—AE-2-7202
Pub Date Sep 73
Note—53p.; For the accompanying textbook, see SE 017 458
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Aerospace Education, *Aerospace Technology, Aviation Technology, Course Organization, Curriculum Guides, Energy, *Engines, *Instructional Materials, *Physical Sciences, Science Education, Secondary Education, Teaching Guides, Unit Plan
Identifiers—*Air Force Junior ROTC
This curriculum guide accompanies another publication in the Aerospace Education II series entitled "Propulsion Systems for Aircraft." The guide includes specific guidelines for teachers on each chapter in the textbook. Suggestions are included for objectives (traditional and behavioral), suggested outline, orientation, suggested key points, suggestions for teaching, instructional aids, projects, and further reading. Major concepts discussed in the textbook are briefly explained with additional background material. Page references corresponding to the textbook are given. A blank sheet is provided after each chapter for teachers to record ideas. (PS)

ED 111 623 SE 017 460
Cox, Rodney V., Jr.
Air Navigation. Aerospace Education II.
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Pub Date 73
Note—135p.; Colored drawings may not reproduce clearly. For the accompanying Instructor Handbook, see SE 017 461. This is a revised text for ED 068 289
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—*Aerospace Education, Aerospace Technology, Aviation Technology, *Instructional Materials, Methods, *Navigation, *Resource Materials, Science Education, Secondary Education, Textbooks
Identifiers—*Air Force Junior ROTC
This revised textbook, published for the Air Force ROTC program, contains a discussion of basic and essential understandings about air navigation. The first part of the book describes maps, air navigation charts, flight planning, and pilotage preflight. Basic differences between ground maps and air charts are described and the methods of expressing position, direction, distance, and time are explained. The last three chapters include a description of different types of navigation instruments and aids used in flight. (PS)

ED 111 624 SE 017 461
Cox, Rodney V., Jr.
Air Navigation. Aerospace Education II. Instructional Unit III.
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Report No—AE-2-7203
Pub Date Sep 73
Note—59p.; For the accompanying textbook, see SE 017 460
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Aerospace Education, Aerospace Technology, Aviation Technology, Course Organization, Curriculum Guides, *Instructional Materials, Methods, *Navigation, *Resource Materials, Science Education, Secondary Education, Teaching Guides, Unit Plan
Identifiers—*Air Force Junior ROTC
This curriculum guide is an accompanying publication for the textbook entitled "Air Navigation" in the Aerospace Education II series. The guide provides guidelines for teachers using the textbook in terms of objectives, behavioral objectives, suggested outline, orientation, suggested key points, suggestions for teaching, instructional aids, projects, and further reading for each chapter. A blank sheet is attached after each chapter for recording teacher ideas. Page references are given corresponding to the textbook. (PS)

ED 111 625 SE 017 462
Callaway, R. O. Elmer, James D.
Civil Aviation and Facilities. Aerospace Education II.
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Pub Date 73
Note—129p.; Colored drawings may not reproduce clearly. For the accompanying Instructor Handbook, see SE 017 463. This is a revised text for ED 068 290
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—*Aerospace Education, Aerospace Technology, *Agency Role, Airports, Aviation Technology, *Government Role, *Instructional Materials, *National Organizations, Secondary Education, Textbooks
Identifiers—*Air Force Junior ROTC, Airlines
This is a revised textbook for use in the Air Force ROTC training program. The main theme of the book is concerned with the kinds of civil aviation facilities and many intricacies involved in their use. The first chapter traces the development of civil aviation and the formation of organizations to control aviation systems. The second chapter describes varieties of aviation for which the term "general aviation" is used. This includes brief descriptions of agricultural, business, instructional, recreational, air taxi service,

and civil air patrol aviation systems. The third chapter delves into the problems related to the management of aviation facilities. The fourth chapter presents a discussion of the construction and operation of airports. Finally, the last chapter deals with the development and role of air traffic control. (PS)

ED 111 626 SE 017 463
Elmer, James D.
Civil Aviation and Facilities. Aerospace Education II. Instructional Unit IV.
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Report No—AE-2-7204
Pub Date Jan 74
Note—53p.; For the accompanying textbook, see SE 017 462
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Aerospace Education, Aerospace Technology, *Agency Role, Airports, Aviation Technology, Course Organization, Curriculum Guides, *Government Role, *Instructional Materials, *National Organizations, Secondary Education, Teaching Guides, Unit Plan
Identifiers—*Air Force Junior ROTC, Airlines
This publication accompanies the textbook entitled "Civil Aviation and Facilities," published in the Aerospace Education II series. It provides teacher guidelines with regard to objectives (traditional and behavioral), suggested outlines, orientation, suggested key points, suggestions for teaching, instructional aids, projects, and further reading for each chapter. A blank sheet is attached at the end of each chapter for recording teacher ideas. Page references corresponding to the textbook are given. (PS)

ED 111 627 SE 017 464
Smith, J. C.
Military Aerospace. Aerospace Education II.
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Pub Date 73
Note—169p.; Colored drawings and photographs may not reproduce clearly. For the accompanying Instructor Handbook, see SE 017 465. This is a revised text for ED 068 291
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—*Aerospace Education, Aerospace Technology, Agency Role, Aviation Technology, *Instructional Materials, *Military Air Facilities, Military Science, *National Defense, Resource Materials, Secondary Education, Textbooks
Identifiers—*Air Force Junior ROTC
This book is a revised publication in the series on Aerospace Education II. It describes the employment of aerospace forces, their methods of operation, and some of the weapons and equipment used in combat and combat support activities. The first chapter describes some of the national objectives and policies served by the Air Force in peace and war. The second and third chapters examine the mission and structure of major Air Force operating commands. The fourth chapter describes the various support commands and operating agencies maintained by the Air Force to back up its combat forces. The last chapter reviews the aerospace role of the Army, Navy, and Marine Corps. (PS)

ED 111 628 SE 017 465
Hall, Arthur D.
Military Aerospace. Aerospace Education II. Instructional Unit VI.
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Report No—AE-2-7205
Pub Date Sep 73
Note—70p.; For the accompanying textbook, see SE 017 464
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Aerospace Education, Aerospace Technology, Agency Role, Aviation Technology, Course Organization, Curriculum Guides, *Instructional Materials, *Military Air Facilities, Military Science, *National Defense, Resource Materials, Secondary Education, Teaching Guides, Unit Plan
Identifiers—*Air Force Junior ROTC
This curriculum guide is prepared for the Aerospace Education II series publication entitled "Military Aerospace." Sections in the guide include objectives (traditional and behavioral), suggested outline, orientation, suggested key points, suggestions for teaching, instructional aids, projects, and further reading. A separate sheet is attached after each chapter for teachers' own ideas. Page references corresponding to the textbook are given for major concepts and ideas stressed. (PS)

ED 111 629 SE 017 466
Aircraft of Today. [Aerospace Education I. Instructor Handbook.]
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Pub Date [71]
Note—74p.; For the accompanying textbook, see ED 068 287
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Aerospace Education, *Aerospace Technology, Aviation Technology, Course Organization, Curriculum Guides, *Instructional Materials, National Defense, *Physical Sciences, *Resource Materials, Secondary Education, Teaching Guides, Unit Plan
Identifiers—*Air Force Junior ROTC
This publication is prepared to accompany the textbook entitled "Aircraft of Today," published in the Aerospace Education I series. The curriculum guide provides guidelines for teachers in terms of various concepts stressed in each chapter and suggested methodology for instruction. The subdivisions in the guidebook for each chapter include objectives, behavioral objectives, textbook outline, orientation, suggested key points, suggestions for teaching, instructional aids, projects, and further reading. Page references corresponding to the textbook are given where appropriate. (PS)

ED 111 630 SE 017 467
The Aerospace Age. Aerospace Education I. Instructional Unit II.
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Pub Date [71]
Note—73p.; For the accompanying textbook, see ED 068 286
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Aerospace Education, *Aerospace Technology, Course Organization, Curriculum Guides, Development, History, *Instructional Materials, Resource Materials, *Science History, Secondary Education, Teaching Guides, Unit Plan
Identifiers—*Air Force Junior ROTC
This curriculum guide is prepared for the textbook entitled "The Aerospace Age," published in the Aerospace Education I series. The guide is organized by objectives, behavioral objectives, textbook outline, orientation, suggested key points, suggestions for teaching, instructional aids, projects, and further reading. Major points stressed in the textbook are briefly explained in the guide. Some background information is also included on each chapter. Page references corresponding to the textbook are given. (PS)

ED 111 631 SE 018 057
Coard, E. A.
Human Requirements of Flight. Aviation and Spaceflight. Aerospace Education III.
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Pub Date 74
Note—197p.; Colored drawings and photographs may not reproduce clearly. For the accompanying Instructor Handbook, see SE 018 058
EDRS Price MF-$0.76 HC-$9.51 Plus Postage
Descriptors—*Aerospace Education, *Aerospace Technology, Biological Influences, Biological Sciences, Biology, Human Body, *Instructional Materials, Physical Sciences, *Physiology, Secondary Education, Textbooks
Identifiers—*Air Force Junior ROTC
This book, one in the series on Aerospace Education III, deals with the general nature of human physiology during space flights. Chapter 1 begins with a brief discussion of the nature of the atmosphere. Other topics examined in this chapter include respiration and circulation, principles and problems of vision, noise and vibration, and self-imposed stresses. Chapter 2 provides an account of aerospace medicine. The next two chapters are devoted to a general description of protective equipment used by fliers, pilot training, and surviving and living in space. Chapters 5 and 6 provide information on skylab and future space flights. The book is designed to be used in the Air Force ROTC program. (PB)

ED 111 632 SE 018 058
Hall, Arthur D.
Human Requirements of Flight. Aerospace Education III. Instructional Unit IV.
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Report No—AE-3-7304
Pub Date Apr 74
Note—70p.; For the accompanying textbook, see SE 018 057
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Aerospace Education, *Aerospace Technology, Biological Influences, Biological Sciences, *Biology, Course Organization, Human Body, *Instructional Materials, Physical Sciences, *Physiology, Secondary Education, Teaching Guides, Unit Plan
Identifiers—*Air Force Junior ROTC
This curriculum guide is prepared for the Aerospace Education III series publication entitled "Human Requirements of Flight." It provides specific guidelines for teachers using the textbook. The guidelines for each chapter are organized according to objectives (traditional and behavioral), suggested outline, orientation, suggested key points, suggestions for teaching, instructional aids, projects, and further reading. Brief explanations regarding major concepts are included. Page references corresponding to the textbook are given where appropriate. (PS)

ED 111 633 SE 018 616
Mathematics Content Authority List: K-8.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.
Pub Date 74
Note—170p.
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—Computer Oriented Programs, *Curriculum, *Elementary School Mathematics, Elementary Secondary Education, *Information Retrieval, Information Services, Instruction, *Mathematical Concepts, *Mathematics Education, Objectives, Secondary School Mathematics
Identifiers—Pennsylvania, PRIMES
This document is a list of approximately 450 mathematical concepts which are taught in grades K-8. The list is organized into eight major topics: (1) number systems, (2) numeration and notation, (3) sets, (4) geometry, (5) measurement, (6) number patterns and relationships, (7) other topics, and (8) summaries. The Content Authority List is used in conjunction with the Behavioral Objectives Authority List and the Vocabulary Authority List in the Pennsylvania Retrieval of Information for Mathematics Education System (PRIMES). This system of information storage and retrieval is used by local school districts in decision making with respect to curriculum, instruction, and evaluation. (SD)

ED 111 634 SE 018 634
McCarley, Orin, Ed.
Science Education News, November 1974: Environmental Education.
American Association for the Advancement of Science, Washington, D.C.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—AAAS-Misc-Pub-74-16
Pub Date Nov 74
Note—9p.
Available from—AAAS, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Consortia, Elementary Secondary Education, *Environmental Education, Instructional Programs, Mathematics Education, *Metric System, *Newsletters, *Program Descriptions, Resource Materials, Science Education
This issue of the newsletter of the American Association for the Advancement of Science (AAAS) is devoted to reports by seven members of the AAAS Consortium of Regional Environmental Education Councils, as well as other miscellaneous environmental news. Each report includes information on the progress of environmental education in that region and a listing of program directors and their addresses. The second part of this newsletter is a collection of short articles concerning the metric system. Based on the prevailing interest in the International System of Units in the United States, the

articles favor including metric education in the school curriculum. (MA)

ED 111 635 SE 018 659
Sommer, Richard G., Ed.
Guide to Scientific Instruments, 1974.
American Association for the Advancement of Science, Washington, D.C.
Pub Date 26 Nov 74
Note—297p.
Available from—AAAS, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005 ($4.00)
Journal Cit—Science; v186 n4165A Nov 1974
Document Not Available from EDRS
Descriptors—Equipment, *Equipment Manufacturers, *Instrumentation, *Laboratory Equipment, Science Education, *Science Equipment
The entire issue is a list of laboratory instruments and equipment and the names and addresses of their manufacturers. Names of instruments appear in alphabetical order; names of manufacturers of each instrument appear below each instrument entry. The complete name, address, and telephone number of each manufacturer are found in a separate section that follows the guide. (MLH)

ED 111 636 SE 018 776
Cumulative Index: The ARITHMETIC TEACHER, 1954-1973. Volumes 1-20.
National Council of Teachers of Mathematics, Inc., Reston, Va.
Pub Date 74
Note—128p.; small print
Available from—National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091 ($5.40, discounts on quantity orders)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—*Bibliographies, Elementary Education, *Elementary School Mathematics, *Indexes (Locaters), *Mathematics Education, Periodicals, *Reference Materials, Scholarly Journals
Identifiers—Cumulative Index, *National Council of Teachers of Mathematics, NCTM
This is a resource book that indexes all articles published in the ARITHMETIC TEACHER from 1954-1973 (volumes 1 through 20). Over 9,000 entries are indexed alphabetically in three categories, by author, title, and subject or topic. (CR)

ED 111 637 SE 018 850
Helgeson, Stanley L., Ed. Blosser, Patricia E., Ed.
Investigations in Science Education, Volume 1, Number 2. Expanded Abstracts and Critical Analyses of Recent Research.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date 75
Note—70p.
Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (Subscription $6.00, $1.75 single copy)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Abstracts, *Educational Research, Research, Researchers, *Research Methodology, *Research Skills, *Science Education
This second issue of "Investigations in Science Education" (ISE), designed to provide a new perspective for viewing research articles and to aid in the improvement of writing research reports, includes abstracts prepared by science educators, bibliographical data, purpose, rationale, research design and procedure, findings and interpretations as well as detailed notes offered by the abstractor. The analyses are intended to provide useful comments and suggestions to serve as a device which might be useful for training in the writing of research articles. Articles included in ISE are selected primarily from such sources as professional journals and reports of government-funded projects. Abstracts included in this issue relate to topic areas such as evaluation of children's performance on the cognitive, affective and motivational domains, student perceptions of teachers, evaluation of student laboratory reports, effect of behavioral objectives, and comparison of instructional strategies. (EB)

ED 111 638 SE 019 338
Elmer, James D.
Theory of Aircraft Flight. Aerospace Education II.
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Pub Date 74
Note—142p.; Colored drawings may not reproduce clearly. For the accompanying Instructor Handbook, see SE 019 339. This is a revised text for ED 068 293
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—*Aerospace Education, *Aerospace Technology, *Instructional Materials, *Physical Sciences, *Physics, Secondary Education, Textbooks
Identifiers—*Air Force Junior ROTC
This revised textbook, one in the Aerospace Education II series, provides answers to many questions related to airplanes and properties of air flight. The first chapter provides a description of aerodynamic forces and deals with concepts such as acceleration, velocity, and forces of flight. The second chapter is devoted to the discussion of properties of the atmosphere. How different characteristics of the atmosphere help make flight possible, how man can harness the air for flight, and several other questions related to balancing of forces in the air are discussed in chapter two and three. The discussion in the fourth and fifth chapters centers on how aircraft move through the air. The next two chapters discuss the aircraft structure and various kinds of instruments used to control flight. A brief description of navigation instruments is also included. The book is designed for use in the Air Force ROTC program. (PS)

ED 111 639 SE 019 339
Elmer, James D.
Theory of Aircraft Flight. Aerospace Education II. Instructional Unit I.
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Report No—AE-2-7201
Pub Date Feb 75
Note—73p.; For the accompanying textbook, see SE 019 338
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Aerospace Education, *Aerospace Technology, Course Organization, Curriculum Guides, *Instructional Materials, *Physical Sciences, *Physics, Secondary Education, Teaching Guides, Unit Plan
Identifiers—*Air Force Junior ROTC
This publication provides guidelines for teachers using the Aerospace Education II series publication entitled "Theory of Aircraft Flight." The organization of the guide for each chapter is according to objectives (traditional and behavioral), suggested outline, orientation, suggested key points, suggestions for teaching, instructional aids, projects, and further reading. A separate sheet is attached at the end of each chapter for teacher ideas for improvement of the chapter. Specific suggestions have been made throughout the guide for the major concepts. Page references corresponding to the textbook are made where appropriate. (PS)

ED 111 640 SE 019 453
Huckenpahler, J. G.
R&D Activities of Independent Nonprofit Institutions, 1973.
National Science Foundation, Washington, D.C.
Report No—NSF-75-308
Pub Date Apr 75
Note—144p.; Occasional light type
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 038-000-00224, $1.90)
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—*Development, *Federal Aid, Manpower Needs, National Surveys, *Research, Research and Development Centers, Science Education, *Scientific Research, *Surveys
Identifiers—National Science Foundation, NSF
This report presents data in tabulated form. The survey covered all such institutions in the country known or believed to have allocated at least $100,000 to intramural R&D performance, and contains data on scientists, engineers, and technicians employed, and on current and capital expenditures associated with the conduct of research and development. Summary data, classified by type and size of organization and by state, are presented. Highlights in the report show: (1) independent nonprofit institutions employed over 26,000 scientists and engineers in October 1973, and 88 percent of these were primarily engaged in research and development; (2) R&D expenditures of independent nonprofit institutions during 1973 totaled $1,006 million, with the Federal Government being the source of 69 percent of the funds; (3) of the total R&D expenditure, the largest amount was allocated to the life sciences--37 percent, engineering for 28 percent, and the social sciences for 14 percent. Technical notes, statistical tables, a reproduction of the covering letter, summary questionnaire, and instructions are presented in the appendices. (Author/EB)

ED 111 641 SE 019 482
DeVenney, William S. And Others
Secondary School Mathematics Special Edition, Teacher's Commentary, Chapters 10-18.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 71
Note—248p.; For the accompanying textbooks, see SE 019 487-490. Related documents are ED 046 766-769, and 779
Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109
EDRS Price MF-$0.76 HC-$12.05 Plus Postage
Descriptors—Curriculum, *Geometric Concepts, Geometry, *Instruction, Junior High Schools, *Low Achievers, Measurement, Number Concepts, Number Systems, Secondary Education, *Secondary School Mathematics, *Teaching Guides, Textbooks
Identifiers—*School Mathematics Study Group, SMSG
This manual was designed for use by teachers using the School Mathematics Study Group's (SMSG) special text series for low achievers in grades 7 and 8; it covers chapters 10 through 18 of that series. The manual begins with introductory material describing characteristics of low-achieving students and suggested instructional approaches. Testing policies, classroom routine, and necessary materials and supplies are also discussed. For each chapter of the text this volume lists and describes objectives, suggests special approaches where desirable, and provides solutions to all problems posed in the student text. (SD)

ED 111 642 SE 019 487
DeVenney, William S. And Others
Secondary School Mathematics Special Edition, Chapter 10. Decimals, Chapter 11. Parallelism, Student's Text.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 71
Note—155p.; For the accompanying teacher's commentary, see SE 019 482. Related documents are ED 046 766-769 and 779, and SE 019 488-490
Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—Curriculum, *Decimal Fractions, *Geometric Concepts, Geometry, Instruction, Junior High Schools, *Low Achievers, Number Concepts, Secondary Education, *Secondary School Mathematics, *Textbooks
Identifiers—*School Mathematics Study Group, SMSG
This text is one of the sequence of textbooks produced for low achievers in the seventh and eighth grades by the School Mathematics Study Group (SMSG). There are eight texts in the sequence, of which this is the fifth. This set of volumes differs from the regular editions of SMSG junior high school texts in that very little reading is required. Concepts and processes are illustrated pictorially, and many exercises are included. This volume deals with decimals (chapter 10) and parallelism (chapter 11). After a brief review of the fundamental operations on whole numbers, the place value system and use of decimal notation are discussed. The decimal point is introduced in the context of the monetary system, and exercises involving conversion from decimal to common fractions, and conversely, are presented. The chapter on parallelism begins with a review of congruence, and relies on constructions in developing the notions of perpendicularity and parallelism. This volume includes tables for addition and multiplication, and flow charts for operations on rationals to be used by students as needed. (SD)

ED 111 643 SE 019 488
DeVenney, William S. And Others
Secondary School Mathematics Special Edition, Chapter 12. Similarity, Chapter 13. More About Rational Numbers, Chapter 14. Perpendiculars, Student's Text.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 71
Note—203p.; For the accompanying teacher's commentary, see SE 019 482. Related documents are ED 046 766-769 and 779, and SE 019 487-490
Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109
EDRS Price MF-$0.76 HC-$10.78 Plus Postage
Descriptors—Curriculum, *Geometric Concepts, Geometry, Graphs, Instruction, Junior High Schools, *Low Achievers, Number Concepts, Number Systems, *Rational Numbers, Secondary Education, *Secondary School Mathematics, *Textbooks
Identifiers—*School Mathematics Study Group, SMSG
This text is one of the sequence of textbooks produced for low achievers in the seventh and eighth grades by the School Mathematics Study Group (SMSG). There are eight texts in the sequence, of which this is the sixth. This set of volumes differs from the regular editions of SMSG junior high school texts in that very little reading is required. Concepts and processes are illustrated pictorially, and many exercises are included. Similarity of triangles is the focus of the first chapter (12) in this volume. The use of ratios and scale factors is introduced, and the computation of percentages by construction of parallel lines on a grid is developed. In chapter 13 the emphasis is on computation with rational numbers in both common fraction and decimal forms. In this context exponents are introduced. Chapter 14 deals with motion geometry and perpendicularity. (SD)

ED 111 644 SE 019 489
DeVenney, William S. And Others
Secondary School Mathematics Special Edition, Chapter 15. Measurement, Chapter 16. Real Numbers, Student's Text.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 71
Note—166p.; For the accompanying teacher's commentary, see SE 019 482. Related documents are ED 046 766-769 and 779, and SE 019 487-490
Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—Curriculum, Geometric Concepts, Instruction, Junior High Schools, *Low Achievers, *Measurement, Metric System, *Number Systems, Secondary Education, *Secondary School Mathematics, *Textbooks
Identifiers—*School Mathematics Study Group, SMSG
This text is one of the sequence of textbooks produced for low achievers in the seventh and eighth grades by the School Mathematics Study Group (SMSG). There are eight texts in the sequence, of which this is the seventh. This set of volumes differs from the regular editions of SMSG junior high school texts in that very little reading is required. Concepts and processes are illustrated pictorially, and many exercises are included. Chapter 15, the first of two chapters in this volume, concerns measurement. The need for standard units is discussed and, after some work on computation with mixed numbers, both English and metric units are introduced. Measurement of angles using the protractor and computation of area are also discussed. In chapter 16 perfect squares are presented, and the idea of finding the sides of squares with given area is used to motivate an introduction to the real numbers. Computations with radicals, the Pythagorean theorem, and circumference and area of circles are also developed. (SD)

ED 111 645 SE 019 490
DeVenney, William S. And Others
Secondary School Mathematics Special Edition, Chapter 17. Solving Equations and Inequalities, Chapter 18. Coordinate Geometry, Student's Text.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 71
Note—165p.; For the accompanying teacher's commentary, see SE 019 482. Related documents are ED 046 766-769 and 779, and SE 019 487-489
Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—Curriculum, *Geometry, Graphs, *Inequalities, Instruction, Junior High Schools, *Low Achievers, Secondary Education, *Secondary School Mathematics, *Textbooks
Identifiers—*School Mathematics Study Group, SMSG
This text is one of the sequence of textbooks produced for low achievers in the seventh and eighth grades by the School Mathematics Study Group (SMSG). There are eight texts in the sequence, of which this is the last. This set of volumes differs from the regular editions of SMSG junior high school texts in that very little reading is required. Concepts and processes are illustrated pictorially, and many exercises are included. This volume continues the study of equations begun in chapter 8, and develops methods for solving linear inequalities and quadratic equations. In the last chapter the slope-intercept form of a linear equation is discussed, and the method of solution of simultaneous linear equations is detailed. Equations of parallel and perpendicular pairs of lines are examined. The concepts of absolute value and distance are introduced, and the method of computing the distance between two points in a plane is described. (SD)

ED 111 646 SE 019 491
Cummings, Maynard W. And Others
University of California Sea Grant College Program, Annual Report 1972-1973. September 1, 1972 to August 31, 1973.
California Univ., San Diego, La Jolla. Inst. of Marine Resources.
Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
Report No—IMR-74-12; SG-37
Pub Date 74
Note—64p.
Available from—Sea Grant College Program, University of California, Institute of Marine Resources, Box 1529, La Jolla, California 92037 (free)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Annual Reports, *Ecology, Marine Biology, Marine Technicians, *Ocean Engineering, *Oceanology, Research, Research Projects, Science Education, Seafood
Identifiers—*Sea Grant Program, University of California
Presented in this 1972-1973 annual report are summaries of projects in advisory services, coastal zone studies, fisheries and aquaculture, marine products, and ocean engineering. A listing of publications and an activity budget are included. The report is intended to be a general overview of the total activities of the University of California's Sea Grant College Program. (Author/EB)

ED 111 647 SE 019 492
Cummings, Maynard W. And Others
University of California Sea Grant College Program, Annual Report 1973-1974. September 1, 1973 to August 31, 1974.
California Univ., San Diego, La Jolla. Inst. of Marine Resources.
Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
Report No—IMR-75-1; SG-41
Pub Date 75
Note—87p.
Available from—Sea Grant College Program, University of California, Institute of Marine Resources, Box 1529, La Jolla, California 92037 (free)
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Annual Reports, *Ecology, Marine Biology, Marine Technicians, *Ocean Engineering, *Oceanology, Research, *Research Projects, Science Education, Seafood
Identifiers—*Sea Grant Program, University of California
Presented in this publication are summaries of projects in advisory services, coastal zone studies, fisheries and aquaculture, marine products, and ocean engineering. A listing of publications and an activity budget are included. The Annual Report for 1973-1974 is intended to be a general overview of the total activities of the Sea Grant Program which supported projects that involved the services of 271 people, including graduate and undergraduate students from seven University of California campuses, a state university, a major state university laboratory and at a private university. (Author/EB)

ED 111 648 SE 019 497
Welsh, James T.
Elementary School Mathematics--A Status Report.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.
Pub Date 71
Note—37p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Consultants, Curriculum, *Curriculum Planning, Elementary Education, *Elementary School Mathematics, *Information Retrieval, Mathematics Curriculum, Mathematics Education, Research, State Departments of Education, *State Surveys, Textbook Selection
Identifiers—Pennsylvania, PRIMES
This report has two major features. First it describes the Pennsylvania Retrieval of Information for Mathematics Education System (PRIMES). PRIMES is an information system in which curriculum materials are computer-stored and are retrieved to meet the specifications of local school districts. As of 1971 there are six regional centers which provide consultative services to the school districts. The report describes briefly the use of PRIMES with regard to test and textbook selection, curriculum analysis, research capabilities, and continuing education. The second feature of the report is survey information relating to personnel, committees, instructional materials, curriculum guides, standardized tests, selection of basal text series, and plans for curriculum changes in Pennsylvania schools during 1970-71. (JBW)

ED 111 649 SE 019 498
Erlick, Arline C. LeBold, William K.
Factors Influencing the Science Career Plans of High School Students. Report of Poll No. 101 of the Purdue Opinion Panel.
Purdue Univ., Lafayette, Ind. Measurement and Research Center.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Jun 75
Note—35p.; Pages 27-34a of the original document are copyrighted and therefore not available. They are not included in the pagination
Available from—Purdue Opinion Panel, Measurement & Research Center, Engineering Adm. Bldg., Purdue University, West Lafayette, Indiana 47907 ($2.50); Copyrighted forms used in report available from ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Career Choice, Career Planning, *Predictor Variables, Reports, *Science Careers, Science Education, Secondary Education, *Secondary School Students, Student Characteristics, *Surveys
Identifiers—Research Reports
The primary purpose of the study reported was to provide information related to high school students choosing or not choosing to pursue science careers. The survey included high school students in public and private secondary schools throughout the nation. Information was obtained relating to educational levels, school subjects, self-concepts, attitudes toward sex roles and science issues, career inclinations and choices, work preferences and others. The report of results is based on a national sample of 2,000, stratified on the basis of census data for sex, grade in school, region of the country, and rural-urban residence. The reports give the results of the opinion survey. Information is given including prices for subscription and individual copies of reports of the Purdue Opinion Panel, which are conducted three times each year. Report num-

bers, the dates, and titles are listed. An order form is included. (EB)

ED 111 650 95 SE 019 501
Lachat, Mary Ann Capasso, Ronald L.
Math Programs That Work: A National Survey. 2nd Edition.
New Jersey State Dept. of Education, Trenton. Office of Program Development.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 75
Note—85p.; For the 1st Edition, see ED 095 016
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Course Descriptions, Curriculum, *Diagnostic Teaching, *Elementary School Mathematics, Elementary Secondary Education, *Individualized Programs, *Mathematics Education, *Program Descriptions, Program Evaluation, Textbooks
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III
This directory reviews 13 diagnostic-prescriptive mathematics progres. Ten of the programs are complete mathematics programs; the remaining three are supplementary programs. These programs are designed for use in one or a combination of grade levels from grades K-9. Each program is outlined according to: nature of program, rationale of program, general goals and objectives, organization of program, materials provided for both student and teacher, classroom activities, assessment of student progress, use of materials; implementation requirements and provisions, cost of implementing the program, how the program was developed, the present status of the program, how the program has been evaluated, indicated strengths and weaknesses of the program, and where the program can be obtained. Description of implementation of these programs for eight New Jersey school districts during the 1973-74 academic year is also included. (JBW)

ED 111 651 SE 019 517
Buchanan, Aaron And Others
Content Analysis of Houghton Mifflin Mathematics Program for Elementary Grades K-6.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No—SWRL-TN-3-72-29
Pub Date 25 Sep 72
Note—313p.
EDRS Price MF-$0.76 HC-$15.86 Plus Postage
Descriptors—*Content Analysis, Curriculum, Elementary Education, *Elementary School Mathematics, Evaluation, Instruction, Learning Activities, *Mathematics Education, *Objectives, *Textbooks
Identifiers—*Houghton Mifflin Elementary Mathematics Series, Learning Mastery System, Southwest Regional Laboratory
The purpose of the analysis was to provide a profile of instructional activities related to content and referenced to specified instructional outcome areas. Emphasis was placed on determination of four major factors: (1) major outcomes in the program and their relative emphasis in both regular and supplementary instructional materials, (2) the distribution of content within and across instructional units (chapters), (3) points in the instructional sequence where mastery of outcomes is assessed, and (4) the amount of independent practice in regular and supplementary instructional materials related directly to each major outcome developed in the program. The analysis was based on 12 content strands and 5 substrands. Results of the analysis are presented in a series of tables which show the page locations of topics. Locations of diagnostic tests are also indicated. The completed analysis forms the basis for preliminary specification of an application of Learning Mastery System procedures to the series. (Author/SD)

ED 111 652 SE 019 518
Buchanan, Aaron And Others
Content Analysis of Addison-Wesley Mathematics Program for Elementary Grades K-6.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No—SWRL-TN-3-72-31
Pub Date 27 Sep 72
Note—177p.
EDRS Price MF-$0.76 HC-$9.51 Plus Postage
Descriptors—*Content Analysis, Curriculum, Elementary Education, *Elementary School Mathematics, Evaluation, Instruction, Learning Activities, *Mathematics Education, *Objectives, *Textbooks
Identifiers—*Addison Wesley Elementary Mathematics Series, Learning Mastery System, Southwest Regional Laboratory
The purpose of the analysis was to provide a profile of instructional activities related to content and referenced to specified instructional outcome areas. Emphasis was placed on determination of four major factors: (1) major outcomes in the program and their relative emphasis in both regular and supplementary instructional materials, (2) the distribution of content within and across instructional units (chapters), (3) points in the instructional sequence where mastery of outcomes is assessed, and (4) the amount of independent practice in regular and supplementary instructional materials related directly to each major outcome developed in the program. The analysis was organized around 21 content strands, and is presented in a series of tables which indicate page locations of various topics. The completed analysis forms the basis for preliminary specification of an application of Learning Mastery System procedures to the system. (Author/SD)

ED 111 653 SE 019 519
Babikian, Elijah And Others
Content Analysis of Heath Mathematics Program for Elementary Grades K-6.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No—SWRL-TN-3-72-32
Pub Date 27 Sep 72
Note—146p.
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—*Content Analysis, Curriculum, Elementary Education, *Elementary School Mathematics, Evaluation, Instruction, Learning Activities, *Mathematics Education, *Objectives, *Textbooks
Identifiers—Heath Elementary Mathematics Series, Learning Mastery System, Southwest Regional Laboratory
The purpose of the analysis was to provide a profile of instructional activities related to content and referenced to specified instructional outcome areas. Emphasis was placed on determination of four major factors: (1) major outcomes in the program and their relative emphasis in both regular and supplementary instructional materials, (2) the distribution of content within and across instructional units (chapters), (3) points in the instructional sequence where mastery of outcomes is assessed, and (4) the amount of independent practice in regular and supplementary instructional materials related directly to each major outcome developed in the program. The content analysis was organized by 13 content strands and is presented in a series of tables. Table entries indicate the grade level and page location at which each topic is discussed. Locations of diagnostic tests are also indicated. The completed analysis forms the basis for preliminary specification of an application of Learning Mastery System procedures to the series. (Author/SD)

ED 111 654 SE 019 520
Babikian, Elijah And Others
Content Analysis of Laidlaw Mathematics Program for Elementary Grades K-6.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No—SWRL-TN-3-72-34
Pub Date 16 Oct 72
Note—171p.
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—*Content Analysis, Curriculum, Elementary Education, *Elementary School Mathematics, Evaluation, Instruction, Learning Activities, *Mathematics Education, *Objectives, *Textbooks
Identifiers—*Laidlaw Mathematics Series (Elementary), Learning Mastery System, Southwest Regional Laboratory
The purpose of the analysis was to provide a profile of instructional activities related to content and referenced to specified instructional outcome areas. Emphasis was placed on determination of four major factors: (1) major outcomes in the program and their relative emphasis in both regular and supplementary instructional materials, (2) the distribution of content within and across instructional units (chapters), (3) points in the instructional sequence where mastery of outcomes is assessed, and (4) the amount of independent practice in regular and supplementary instructional materials related directly to each major outcome developed in the program. The analysis was organized around seven content strands and is presented in a series of tables. For each grade the tables indicate pages on which various topics are presented. The locations of tests and numbers of items covering various topics are also indicated. The completed analysis forms the basis for preliminary specification of an application of Learning Mastery System procedures to the series. (Author/SD)

ED 111 655 SE 019 523
Smith, Edward L. McClain, Janis J.
Content Analysis of Selected Primary Level Units of the Science Curriculum Improvement Study.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No—SWRL-TN-2-72-58
Pub Date 7 Dec 72
Note—72p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Biological Sciences, *Content Analysis, *Curriculum Evaluation, Elementary Education, *Elementary School Science, *Instructional Materials, *Science Course Improvement Project, Science Education
Identifiers—*Science Curriculum Improvement Study, SCIS
To evaluate a method of content analysis, and as a step toward the specification of a conceptual domain for primary level science, extant instructional programs were analyzed. This paper reports an analysis of the introductory unit and three biological science units of the Science Curriculum Improvement Study (SCIS). The background of the program and the procedures for the analysis are described. The conceptual content is summarized. Problems encountered in the analysis and their implications for subsequent analyses are discussed. (Author/EB)

ED 111 656 SE 019 524
McClain, Janis J.
Content Analysis of Selected Units of the First-Grade "Concepts in Science" Program.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No—SWRL-TN-2-72-59
Pub Date 19 Dec 72
Note—85p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Concept Teaching, *Content Analysis, *Curriculum Evaluation, *Elementary School Science, *Instructional Materials, Primary Education, Science Course Improvement Project, Science Education, Scientific Concepts, Textbook Content
Identifiers—*Concepts in Science
To further evaluate a method of content analysis and aid in identifying scientific concepts appropriate at the elementary level, science material in a standard textbook series was examined. This paper reports and summarizes the analysis of sections of the California state-adopted textbook series, "Concepts in Science." The conceptual structure of the program is described and compared with the structure of the science program, Science Curriculum Improvement Study (SCIS). Problems encountered in the method of analysis are reported. Only about two-thirds of the chapters in the first-grade "Concepts in Science" program were analyzed, but it was shown that substantially more content was found in this program. (Author/EB)

ED 111 657 SE 019 525
Smith, Edward L. And Others
A Skill Analysis of Selected Primary Level Science Tasks.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No—SWRL-TN-2-72-60
Pub Date 22 Dec 72
Note—64p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—*Content Analysis, *Curriculum, *Elementary School Science, *Instructional Materials, Primary Education, *Science Activities, Science Course Improvement Project, Science Education

Solution alternatives in the form of flowcharts are presented for a set of tasks relevant to primary level science curriculum. The fundamental processes to which the steps in the flowcharts refer are briefly defined in psychological terms. These processes represent hypothesized skills underlying performance of the set of tasks analyzed. Implications of the analysis for instructional design are discussed. (Author/EB)

ED 111 658 SE 019 545

Smith, Theodore V.

The Planetarium in Education. A Review of the Literature.

Pub Date 74

Note—65p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—*Astronomy, Educational Facilities, *Instruction, Literature, *Literature Reviews, *Planetariums, Research, *Science Education, Science Facilities

The purpose of this paper was to examine the literature in an effort to describe the present status of planetarium research and to suggest questions for future research. In an effort to present information related to the historical development, various models of the universe are discussed and information relating to planetarium operators and the philosophy of planetarium usage is presented. A review of associated research includes descriptive studies, comparative studies, curriculum studies, and others. An extensive reference list is included in the paper. (EB)

ED 111 659 SE 019 602

Seltzer, Norman

The 1972 Scientist and Engineer Population Redefined. Volume 1. Demographic, Educational, and Professional Characteristics.

Report No—NSF-75-313

Pub Date May 75

Note—194p.; Contains broken type and print too small for adequate reproduction

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00228, $3.70); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS

Descriptors—*Demography, Educational Background, *Engineers, Individual Characteristics, Occupational Information, *Occupational Surveys, *Professional Personnel, Questionnaires, Science Education, *Scientific Personnel, *Scientists, Surveys

Identifiers—*National Science Foundation, NSF

The purpose of this study by the National Science Foundation was to redefine the scientist/engineer population along demographic, educational and professional criteria, in terms of changes since the 1970 national census. The study uses as a base the 1972 Professional, Technical, and Scientific Manpower Survey with a sample of 100,000 persons. Respondents are classified into one of 28 separate science and engineering fields. From these classifications, subjects are grouped according to demographic, social, educational, and professional characteristics. Included in the appendices are criteria for redefined populations of scientists and engineers, the sample of weighing and estimating procedures, and a reproduction of the questionnaire used in the survey. (CP)

ED 111 660 SE 019 603

NASA Report to Educators, Volume 3, Number 2, June 1975.

National Aeronautics and Space Administration, Washington, D.C.

Report No—NASA-451

Pub Date Jun 75

Note—13p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Aerospace Education, Flight Training, History, Science Education, Science Materials, *Space, *Space Sciences

Identifiers—NASA, National Aeronautics and Space Administration, United States, USSR

In this document, a historical development of the space exploration activities of the United States and of the Soviet Union is provided. In particular, communications leading to the cooperative space agreement developed in 1972 are described. The article describes in detail the flight plan for the Apollo-Soyuz space flight. (CP)

ED 111 661 SE 019 604

Abernathy, Sandra

Earth Science Unit for Second Grade: A Seed Crystal Approach.

Pub Date Aug 75

Note—65p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—Curriculum, *Earth Science, Elementary Education, *Elementary School Science, Grade 2, *Instructional Materials, *Science Activities, Science Education, Science Units, *Teaching Guides

This teacher's guide to a second-grade earth science unit provides a range of activities, suggestions for classroom discussion, and open-ended questions suitable for each of the concepts developed. One of the central purposes of the unit is to develop independence and self confidence by encouraging the student to think through a problem clearly. The questions and activities give the student practice examining facts at hand and drawing logical conclusions in a nonthreatening atmosphere. For this reason, there are no tests at the end of each section. This is a seed crystal approach; its purpose is to begin building an accurate picture of the planet. Awareness, not mastery of concepts and terms, is the major objective. The first section of the unit, "Physical Nature of the Planet Earth," is conceptually oriented; the student learns facts about the planet and uses that information to solve a problem. The second section, "Physical Nature of Rocks, Minerals, and Fossils," is more concerned with application; the student learns a skill which is used to solve a problem. Also included is a section about careers in geology and paleontology. (Author/MLH)

ED 111 662 SE 019 617

Fowler, John W.

Energy-Environment Source Book. Volume 1: Energy, Society, and the Environment. Volume 2: Energy, Its Extraction, Conversion and Use.

National Science Teachers Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Bureau No—BR-0-047FPA

Pub Date 75

Contract—OEC-0-74-8736

Note—270p.; For related documents, see SE 019 618 and 619

Available from—National Science Teachers Association, 1742 Connecticut Avenue, N. W., Washington, D. C. 20009 (Stock Number 471-14692, $4.00 prepaid)

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Conservation (Environment), Elementary Education, *Elementary School Science, *Energy, Environmental Education, Instructional Aids, *Instructional Materials, *Natural Resources, Science Education, Secondary Education, *Secondary School Science

Identifiers—National Science Teachers Association, NSTA

This source book, one part of a three-part NSTA series on energy-environment, is written for teachers who wish to incorporate material on the complex subject of energy into their teaching. This work is divided into two volumes, each with numerous tables and figures, along with appendices containing a glossary, mathematics primer, heat engine descriptions, and nuclear energy discussion. Volume 1 (Energy, Society, and the Environment) deals with energy and its relationship with conservation, the environment, the economy, and strategies for energy conservation. In Volume 2 (Energy, Its Extraction, Conversion, and Use), topics discussed include the rate of energy consumption, future sources of energy, and the increased cost of energy. (Author/CP)

ED 111 663 SE 019 618

Mervine, Kathryn E. Cawley, Rebecca E.

Energy-Environment Materials Guide.

National Science Teachers Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Bureau No—BR-0-047FPA

Pub Date 75

Contract—OEC-0-74-8736

Note—68p.; For related documents, see SE 019 617 and 619

Available from—National Science Teachers Association, 1742 Connecticut Avenue, N. W., Washington, D. C. 20009 (Stock Number 471-14694, $2.00 prepaid)

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Conservation (Environment), Elementary Education, *Elementary School Science, *Energy, Environmental Education, *Instructional Materials, *Natural Resources, Reading Materials, Resource Guides, Science Education, Secondary Education, *Secondary School Science, Teaching Guides

Identifiers—National Science Teachers Association, NSTA

This publication, one part of a three-part NSTA series on energy-environment, is a sampling of current energy literature. The references are divided into four separate categories, each directed for a specific audience: readings for teachers, readings for students (grades 8-10); Readings for students (grades 5-9); and readings for students (grades K-6). Included in four appendices are guides for films and audio-visual materials, curriculum materials, sources of information, and government documents. (Author/CP)

ED 111 664 SE 019 619

Smith, Stephen M., Ed. And Others

Energy-Environment Mini-Unit Guide.

National Science Teachers Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Bureau No—BR-0-047FPA

Pub Date 75

Contract—OEC-0-74-8736

Note—217p.; For related documents, see SE 019 617 and 618

Available from—National Science Teachers Association, 1742 Connecticut Avenue, N. W., Washington, D. C. 20009 (Stock Number 471-14696, $3.00 prepaid)

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Conservation (Environment), Elementary Education, *Elementary School Science, *Energy, Environmental Education, Instructional Materials, Interdisciplinary Approach, *Natural Resources, Preschool Education, Science Education, Secondary Education, *Secondary School Science, Social Studies, *Teaching Guides

Identifiers—National Science Teachers Association, NSTA

This unit is one part of a three-part National Science Teachers Association (NSTA) series on energy-environment. The goal of this NSTA project is to create a collection of mini-units that provide materials for science and social studies teachers in grades K-12. These materials are intended to make teaching more interdisciplinary and to stimulate decision making in young children. Activities are sought that will enable students to: understand and use existing fundamental concepts in the energy-environment area; identify and evaluate personal and community practices, attitudes, and values related to energy-environment issues; and make effective decisions and/or define their views of appropriate actions on energy-environment issues. (Editor/CP)

ED 111 665 SE 019 634

Engle, H. A. Christensen, D. L.

Identification and Evaluation of Educational Uses and Users for the STS. Executive Summary. Educational Planning for Utilization of Space Shuttle (ED-PLUSS). Final Research Report.

Alabama Univ., Huntsville.

Spons Agency—National Aeronautics and Space Administration, Huntsville, Ala. George C. Marshall Space Flight Center.

Pub Date Feb 75

Note—42p.; For a separate edition of the Final Research Report, see ED 104 429

Available from—The final research report described in the abstract is available on microfiche from ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Aerospace Education, Aerospace Technology, Earth Science, *Educational Planning, Educational Research, *Instruction, Program Planning, Research, Science Education, *Space Sciences, *Telecommunication
Identifiers—*Space Shuttle Space Lab
Reported is a study to consider the educational uses of the space shuttle/space lab. Several specific tasks were identified and accomplished during the study and the summary addresses itself to five that are considered pertinent: (1) Potential User and Identification; (2) Identification and Analysis of Space Education Programs; (3) Planning Methodology for User Involvement; (4) Techniques and Programs to Encourage New Users; and (5) Compiling Follow-On Ideas. Conclusions and recommendations of the study team are reported. The document also includes a copy of an interview held with Dr. Wernher von Braun, Vice President, Engineering and Developmentof Fairchild Industries, soliciting his comments and suggestions on educational applications for the Space Shuttle/Spacelab (SS/SL) Program. (Author/EB)

ED 111 666 SE 019 636
Searle, Barbara And Others
Application of Radio to Teaching Elementary Mathematics in a Developing Country. Second Annual Report.
Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.
Pub Date 30 Jul 75
Note—182p.; For the 1st Annual Report, see ED 094 791
EDRS Price MF-$0.76 HC-$9.51 Plus Postage
Descriptors—*Developing Nations, *Educational Radio, Elementary Education, *Elementary School Mathematics, Evaluation, Instruction, *Mathematics Education, Radio, *Systems Development, Testing
Identifiers—*Nicaragua
This report describes the activities of the Radio Mathematics Project of the Institute for Mathematical Studies in the Social Sciences (IMSSS) during the 1974-75 fiscal year. This project is funded by AID for the purposes of (1) developing and testing a cost-effective system of radio instruction in elementary mathematics for developing countries, (2) developing a methodology for producing radio materials based on rapid feedback concerning student performance, (3) beginning a program of research on learning by radio, and (4) helping a host institution develop the capability to continue or expand the program. The second year of the project, beginning July 1974, was devoted primarily to testing the system and training teachers in Masaya, Nicaragua. These activities and their results are described in this document. (SD)

ED 111 667 SE 019 642
Henle, James M.
Numerous Numerals.
National Council of Teachers of Mathematics, Inc., Reston, Va.
Pub Date 75
Note—49p.
Available from—National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091 ($1.50, discounts on quantity orders)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Curriculum, *Learning Activities, Mathematical Concepts, *Mathematical Enrichment, Mathematics Education, *Number Concepts, *Number Systems, Problem Sets, Secondary Education, *Secondary School Mathematics
This pamphlet consists of 17 brief chapters, each containing a discussion of a numeration system and a set of problems on the use of that system. The numeration systems used include Egyptian fractions, ordinary continued fractions and variants of that method, and systems using positive and negative bases. The book is informal and addressed to students. Answers to problems are included. (SD)

ED 111 668 SE 019 646
Matthews, Paul G. Atkinson, Richard C.
Verification of Algebra Step Problems: A Chronometric Study of Human Problem Solving. Technical Report No. 253. Psychology and Education Series.
Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
Report No—TR-253
Pub Date 15 May 75
Note—59p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Algorithms, Graphs, Information Processing, Logical Thinking, *Mathematics Education, *Memory, *Problem Solving, Psychological Studies, *Reaction Time, *Research, Timed Tests
Identifiers—Research Reports
This paper reports an experiment designed to test theoretical relations among fast problem solving, more complex and slower problem solving, and research concerning fundamental memory processes. Using a cathode ray tube, subjects were presented with propositions of the form "Y is in list X" which they memorized. In later testing they were asked to decide whether simple and compound statements involving the memorized facts were true or false. Solution times for the test* problems were measured. Contrary to hypothesis it was found that the compound problems of the form "Y is in list X and Z is in list X" were solved as rapidly as simple statements. A modeling technique is suggested and rationalized. Suggestions for further research are offered. (SD)

ED 111 669 SE 019 647
Perica, Lou, Ed.
A Report to the Nation on the Management of Metric Implementation.
American National Metric Council, Washington, D.C.
Pub Date Jan 75
Note—31p.
Available from—American National Metric Council, 1625 Massachusetts Avenue, N. W., Washington, D. C. 20036 (ANMC subscribers, single copy $2; all others, single copy, $3; bulk rates available)
Document Not Available from EDRS
Descriptors—Changing Attitudes, *Educational Change, *Legislation, *Mathematics Education, *Measurement, *Metric System, National Organizations, Reports, Surveys, Teacher Education
Identifiers—American National Metric Council, *Management of Metric Implementation
The progress toward United States conversion to the metric system is the major focus of this publication. The status of Federal legislation and the influence of anti-trust laws on this legislation are discussed. Metric implementation by industry is surveyed with respect to several industries: automobile, aerospace, tooling, building and construction, metal products, and consumer products. Federal and state activity supporting education and training in the metric system is discussed. Results of a survey of institutions preparing teachers of home economics, industrial arts, and vocational education are presented, together with recommendations based on the survey results. Metric implementation in five other countries is briefly reviewed. A list of other publications available from the American National Metric Council is included. (SD)

ED 111 670 SE 019 648
Stanley, Julian C.
Special Fast Mathematics Classes During School: Algebra Taught Quickly by College Professors to Fourth through Seventh Graders.
Pub Date Feb 75
Note—53p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)
Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—*Accelerated Programs, Achievement, *Algebra, Elementary Education, Elementary School Mathematics, *High Achievers, Instruction, Instructional Innovation, *Mathematics Education, Professors, *Research, Secondary School Mathematics, Talented Students
Identifiers—Research Reports
This paper reports an attempt to teach high school algebra quickly to students in grades 4-7. Twelve boys and 12 girls were taught by professors of the same sex for a total of 37 hours. Instruction took place in the students' regular schools. Twenty-one of the students finished the course, and 18 of these placed between the 49 and 99.4 percentile on a standardized algebra test. Five of the experimental students scored higher on this test than any eight-grade students in their school. Plans for a second-year algebra course are discussed. (Author/SD)

ED 111 671 SE 019 649
Doughty, Frances, Ed.
Appraisal, Children's Science Books, Vol. 8, No. 2.
Children's Science Book Review Committee, Cambridge, Mass.
Pub Date 75
Note—48p.
Available from—Appraisal, Box 25, Center Sandwich, New Hampshire 03227 (Subscription, $4.00/year; $1.50 ea.)
Document Not Available from EDRS
Descriptors—Book Reviews, *Childrens Books, Elementary Education, *Elementary School Science, *Instructional Materials, Library Material Selection, Science Activities, Science Education, *Science Materials
Recent publications in children's science books are reviewed. Age level and cost of each book appear, as well as ratings based on librarian and specialist criteria. (CP)

ED 111 672 SE 019 651
Selected Characteristics of Persons in Fields of Science or Engineering: 1974. Current Population Reports, Series P-23, No. 53.
Bureau of the Census (DOC), Suitland, Md. Population Div.
Report No—Ser-P-23-53
Pub Date Jul 75
Note—57p.; Current Population Reports, Special Studies; Contains print too small for adequate reproduction
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, and U.S. Department of Commerce, district offices (Series P-23, No. 53, $1.40)
Document Not Available from EDRS
Descriptors—Census Figures, *Demography, Engineering, Individual Characteristics, *Occupational Surveys, *Science Careers, Science Education, *Scientific Personnel
The National Sample of Scientists and Engineers, sponsored by the National Science Foundation, was intended to provide current data on the educational, employment, and career characteristics of persons in scientific and engineering fields. The panel for this survey was a subpopulation of participants in the 1972 Professional, Technical and Scientific Manpower Survey. From characteristics determined in the 1972 survey, participants were classified as: computer specialists, engineers, mathematical specialists, life scientists, physical scientists, environmental scientists, psychologists, or social scientists. For each group, data were gathered on sex, age, race, highest degree held, unemployment and job mobility, along with several other criteria. (CP)

ED 111 673 SE 019 652
Hinerman, Charles O.
The Development of Behavioral Objectives for the Undergraduate Science Program for Elementary Teachers. Final Report.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No—BR-1-G073
Pub Date Mar 73
Grant—OEG-7-71-0035(509)
Note—76p.; Best Copy Available; Occasional Light Type
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Behavioral Objectives, *Elementary School Science, *Elementary School Teachers, Higher Education, Instruction, Preservice Education, *Science Course Improvement Project, Science Education, *Teacher Education, Undergraduate Study
Identifiers—National Science Foundation, NSF, Suchman
In this study, a set of behavioral objectives was developed and validated for an undergraduate

science program for elementary teachers. The behavioral objectives contain both inquiry and content items which were based on analyses of the COPES, SAPA, IDP, SCIS, ESS, and MINNEMAST elementary school science programs. Some measure of validity of the entire set of behavioral objectives was established by submitting them to a selected group of scientists and educators who participated in the writings of the programs. (Author/CP)

ED 111 674 SE 019 653

Careers in Statistics.

American Statistical Association, Washington, D.C.

Pub Date [75]

Note—24p.; Last six pages were printed on green paper and may not reproduce well

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Career Opportunities, *Career Planning, College Bound Students, Higher Education, *Mathematical Applications, *Mathematics Education, Occupational Information, Professional Education, Secondary Education, Secondary School Mathematics, *Statistics, Universities

This pamphlet was designed to describe occupations in the area of statistics to high school students. A variety of applications of statistical techniques in the solution to ecological, political, and biological problems are described briefly. General opportunities for statisticians in ten professional areas are listed, and many others are mentioned. The educational and training requirements necessary for entering the field are discussed, and addresses for sources of further information are listed. Names and addresses of universities in the United States and Canada which offer degrees in statistics are provided. (SD)

ED 111 675 SE 019 655

Detailed Statistical Tables - Graduate Science Education: Student Support and Postdoctorals, Fall 1973. Appendix 3.

National Science Foundation, Washington, D.C.

Report No—NSF-74-318A

Pub Date 73

Note—112p.; Contains type too small for adequate reproduction

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS

Descriptors—Engineering Education, *Financial Support, Graduate Students, *Graduate Study, Higher Education, Mathematics Education, *Post Doctoral Education, Private Financial Support, Public Support, *Science Education, *Statistical Data

Identifiers—*National Science Foundation, NSF

The 108 tables printed in this volume provide data on the support of graduate students and postdoctoral fellows in all areas of science and engineering for the year 1973. The data were collected from 339 institutions offering 5,683 doctoral programs in science and 876 masters-only programs. Data are organized to show the sources of support for students in the various scientific areas. Analyses based on all graduate departments and analyses based on doctorate departments are presented separately. Variables used in the study include department, level, citizenship, sex of student, and whether the institution publicly or privately controlled. Trends from 1971 through 1973 are also analyzed. (SD)

ED 111 676 SE 019 656

Loiseau, Roger A.

A Study of Coordination Between Mathematics and Chemistry in the Pre-Technical Program.

Pub Date Nov 74

Note—52p.; A practicum presented to Nova University; Marginal Legibility

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS

Descriptors—*Chemistry, Community Colleges, *Curriculum, Doctoral Theses, Higher Education, Interdisciplinary Approach, *Mathematical Applications, *Mathematics Education, *Research, Technical Education

Identifiers—Research Reports

This research was undertaken to determine whether the mathematics course offered to students taking courses in chemical technology was adequate. Students in a regular class and an experimental class were given mathematics and chemistry pretests and posttests. The experimental class was taught using a syllabus designed to maximize the coherence between the mathematics and chemistry courses. No significant differences were found. (SD)

ED 111 677 SE 019 657

Hoile, Margaret Ann

Factor Label Method of Units Analysis: A Learning Package for Secondary Mathematics Students.

Pub Date 1 May 74

Note—77p.

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—Curriculum, Geometry, *Individualized Instruction, Interdisciplinary Approach, *Mathematical Applications, Measurement, Metric System, Numbers, *Problem Solving, *Research, Secondary Education, *Secondary School Mathematics

Identifiers—Factor Label Method, Research Reports, *Units Analysis

In an attempt to prepare students for units analysis in the solution of problems in high school chemistry and physics, the author developed learning packets on the factor label method. Thirty-three students used these packets individually during a regular tenth-grade geometry class. There were two packets, each to be used for two days. Prior to the experiment and after instruction, students were tested using parallel forms of an experimenter-developed instrument. Results showed that more than 80 percent of the students achieved at least three of the four learning objectives. Further research is suggested. (SD)

ED 111 678 SE 019 659

Robinson, Mary L.

Attitudes and Achievement: A Complex Relationship.

Pub Date [75]

Note—13p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—*Achievement, *Attitudes, Correlation, Educational Attitudes, Educational Research, Elementary Secondary Education, Learning Motivation, *Mathematics Education, *Program Attitudes, *Research Reviews (Publications), School Attitudes

This paper investigates the popular belief that children's attitudes toward school and particular subjects have a positive relationship with their school and subject achievement. Definitions of attitude by L. L. Thurstone, L. W. Doob, and M. Fishbein are presented as a basis for the investigation. The difficulties involved in assessing attitudes are revealed through examples which illustrate the interrelationship among expressed opinions, beliefs and intentions, behavior (responses), and actual attitudes. Empirical studies which examine the correlations between attitude and achievement are discussed. The paper proposes that it is probable that an observed relationship between attitude and achievement does not necessarily exist. The paper concludes with the implications of the last statement for educators. These implications include the need to study more carefully the reasons why attitude is not a strong correlate of achievement. A second implication is that educators should not be too hasty nor too sure in making assessments of attitudes from students' expressed opinions or overt behavior. (JBW)

ED 111 679 SE 019 660

Fumarolo, Arthur A.

Implementing a Mathematics Management System.

Pub Date 26 May 75

Note—235p.; Practicum submitted to Nova University in partial fulfillment of the requirements for Doctor of Education degree. Marginal Legibility

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS

Descriptors—*Continuous Progress Plan, Curriculum Development, Elementary Education, *Elementary School Mathematics, Individualized Curriculum, *Inservice Programs, *Mathematics Curriculum, Mathematics Education, Practicums, *Teacher Education

Identifiers—Chicago Public Schools, Illinois (Chicago)

This report gives details of an inservice program designed to help teachers learn and understand the Mathematics Continuous Progress-Skill Mastery Program and Management System in Chicago schools. The program consists of locally-developed curriculum guides and behavioral objectives, criterion-reference tests, and mastery record key-sort cards. Fourteen inservice staff meetings are discussed, and the program evaluated on a set of 20 goals for teachers. Questionnaires completed by teachers and outside evaluators are tabulated. Behavioral objectives and criterion-referenced tests were judged to be useful components of the management system. Possible changes in the mastery record cards are discussed. No reference is made to actual classroom teaching materials. (JBW)

ED 111 680 SE 019 675

Emery, Essie And Others

Practical Activities for Individualized Teaching: Mathematics.

Pub Date 73

Note—32p.

Available from—Emery Publications, Box 3339, East Texas Station, Commerce, Texas 75428 (1-9 copies, $1.95 ea., 10 or more copies, $1.50 ea.)

Document Not Available from EDRS

Descriptors—Activity Learning, *Elementary School Mathematics, Elementary Schools, Enrichment Activities, *Individualized Instruction, *Instructional Materials, *Manipulative Materials, Mathematics Instruction, Primary Grades, Teaching Methods

This booklet describes activities and materials which can be planned and constructed from inexpensive and easily obtainable materials. The activities are used for the earliest primary grades (K-3), remedial, and special education classes. For each activity the objective, materials, and procedure are described. Topics include introduction to number concepts, visual discrimination, geometric figures, 1-10 number concepts, order of numerals, addition, subtraction, number words, measurements, regrouping by tens, fractions, multiplication, and time. At the end of the booklet is a suggested self-evaluation chart for the student as well as a record-keeping chart for the teacher. (JBW)

ED 111 681 SE 019 680

Steffe, Leslie P., Ed.

Research on Mathematical Thinking of Young Children: Six Empirical Studies.

National Council of Teachers of Mathematics, Inc., Reston, Va.

Pub Date 75

Note—207p.

Available from—National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091 ($3.90, discounts on quantity orders)

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—*Cognitive Development, Concept Formation, Elementary Education, *Elementary School Mathematics, *Learning, Learning Theories, Mathematical Concepts, *Mathematics Education, Primary Grades, *Research, Thought Processes

Identifiers—*Piaget (Jean), Research Reports

This volume includes reports of six studies of the thought processes of children aged four through eight. In the first paper Steffe and Smock outline a model for learning and teaching mathematics. Six reports on empirical studies are then presented in five areas of mathematics learning: (1) equivalence and order relations; (2) classification and seriation; (3) interdependence of classification, seriation, and number concepts; (4) Boolean Algebra; and (5) conservation and measurement. In a final chapter, the main findings of these papers are summarized and implications are discussed, with suggestions for further research. (SD)

ED 111 682 SE 019 689

Scopino, John A. And Others

Characteristics of Doctoral Scientists and Engineers in the United States, 1973.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No—NSF-75-312

Pub Date May 75

Note—64p.; Small type used in appendices. For a related document, see SE 019 708
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 038-000-00229-5, $1.15)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Doctoral Degrees, Employment Statistics, *Engineers, National Surveys, *Occupational Surveys, Professional Occupations, Science Education, *Scientists, *Surveys
Identifiers—National Science Foundation, NSF
This publication presents data on the supply, utilization, and characteristics of U.S. doctoral scientists and engineers. The population surveyed consisted of individuals in the United States who held science or engineering doctorates, or who had received doctorates in nonscience and nonengineering areas but were employed in science or engineering positions. Included in the population were individuals who received their doctorates between January 1, 1930 and June 30, 1972, inclusive. Subsequent surveys in this biennial series will take account of new entrants into this segment of the nation's scientific and engineering manpower resources. The data on doctoral scientists and engineers in this report are presented in three parts: charts providing a broad perspective; tables presenting more specific, although selective, information; and appendices containing the questionnaire and specialties list used in the survey, plus notes on the survey methodology, coverage, concepts, and definitions used in the survey. (Author/MLH)

ED 111 683 SE 019 692
Henschel, Mark
Metric Supplement to Technical Drawing.
Pub Date Jun 75
Note—48p.
Available from—Mark Henschel, 3123 N. Seminary, Chicago, Ill. 60657 ($1.50, special discount to schools and non-profit institutions)
Document Not Available from EDRS
Descriptors—Adult Education, Diagrams, *Drafting, Engineering Drawing, Manuals, Mathematics Education, *Measurement, *Metric System, *Post Secondary Education, Technical Illustration, Textbooks, *Vocational Education, Vocational Retraining
This manual is intended for use in training persons whose vocations involve technical drawing to use the metric system of measurement. It could be used in a short course designed for that purpose or for individual study. The manual begins with a brief discussion of the rationale for conversion to the metric system. It then provides a straightforward discussion of the metric units for length, area, volume, mass, and temperature. The remainder of the text is devoted to drafting in the metric system. Topics include conversion from inch drawings to metric drawings, tolerance conversions, and dual dimensioning. Sample specifications and drawings are provided for many objects (screw threads, sprockets, adaptors, steel casing, etc.). Many questions appear throughout the manual; answers are provided in an appendix. (SD)

ED 111 684 SE 019 698
Rotman, Jack W.
College Algebra and the Math Laboratory.
Lansing Community Coll., Mich. Mathematics Lab.
Pub Date 3 Jul 75
Note—28p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Algebra, *College Mathematics, Community Colleges, Course Evaluation, Higher Education, Instruction, *Laboratories, Mathematics Education, Remedial Mathematics, *Research, Research Reviews (Publications), *Trigonometry
This study reviews literature related to innovative approaches to the teaching of college algebra, and describes the approach to such a course at Lansing (Michigan) Community College. Recommendations concerning that course are presented, based on the experiences of other schools as described in the literature, and analysis of the Lansing situation. Findings indicate a need for a Math Learning Center to augment regular class instruction. Such a center should serve the wide variety of students enrolling for college algebra with different levels of competence, learning speeds, and goals. The report identifies three areas in which decisions must be made concerning instructional mode to be employed in the center: human, printed material, and mechanical. No advice is offered in these areas due to the lack of evidence supporting one method over another. Other recommendations include the need to consider carefully the role of college algebra in various programs, and to examine critically the current course content. (SD)

ED 111 685 SE 019 700
Council of Europe Information Bulletin 3/1975.
Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.
Pub Date Jul 75
Note—36p.; occasional light print
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Administrative Personnel, Adult Education, Bulletins, *Comparative Education, *Conference Reports, Continuous Learning, Educational Administration, Educational Change, *Educational Planning, *Educational Theories, *International Education, Migrant Education
Identifiers—*Council of Europe, Permanent Education
This bulletin is devoted to a synopsis of the Ninth Session of the Standing Conference of European Ministers of Education. The Conference passed resolutions dealing with recurrent education, education of migrants, and international educational cooperation. Copies of these resolutions are included in the Bulletin, together with two reports addressing the topic of permanent education. The brief speech by the Secretary General of the Council of Europe concerns the interaction of political, economic, and educational issues. A lengthy report entitled "Permanent Education, a Frame-Work for Recurrent Education: Theory and Practice" was presented to the conference by the Secretariat of the Council. This report reviews the history of the concept of permanent education, and discusses experimental projects related to permanent education. Basic options, costs, needs, and teaching methods are also discussed. (SD)

ED 111 686 SE 019 701
Council of Europe News-Letter 2/75.
Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.
Pub Date 75
Note—33p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Comparative Education, Comprehensive Programs, Conference Reports, Educational Administration, *Educational Change, Educational Finance, Educational Legislation, Educational Research, *Government Role, Higher Education, *International Education, *Newsletters, Post Secondary Education
Identifiers—*Council of Europe, Europe
This newsletter consists of two parts, the first dealing with issues common to many European countries, and the second with reports from twelve individual countries. Ten of the fourteen articles are written in English and the remainder in French. The first section consists of reports on two conferences of European educational administrators. Among the reports from countries belonging to the Council of Europe are brief articles on the passage or implementation of educational legislation in Austria, Denmark, France, Norway, and Sweden. Debate concerning the future of education is reported from Cyprus, West Germany, and Switzerland. Issues related to post-secondary education form the subjects of reports from Belgium, France, Netherlands, Sweden, and the United Kingdom. Other issues discussed include the comprehensive school (Finland), a surplus of teachers (West Germany), changes in educational administration (Sweden and United Kingdom), and the changing role of public libraries (United Kingdom). (SD)

ED 111 687 SE 019 708
Work Activities of Employed Doctoral Scientists and Engineers in the U.S. Labor Force, July 1973. Reviews of Data on Science Resources, No. 24.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Report No—NSF-75-310
Pub Date Jun 75
Note—20p.; Printed on colored paper with shaded charts and small print. For a related document, see SE 019 689
Available from—Superintendent of Dcouments, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 038-000-00232-5, $0.65); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)
Document Not Available from EDRS
Descriptors—*Doctoral Degrees, Employment Statistics, *Engineers, National Surveys, *Occupational Surveys, Professional Occupations, Science Education, *Scientists, *Surveys
Identifiers—National Science Foundation, NSF
This report presents tabular and graphical data on the characteristics of U.S. employed doctoral scientists and engineers, and includes data of the 1973 cohort; it augments data in a previous report, "Characteristics of Doctoral Scientists and Engineers in the United States, 1973," which reported on scientists and engineers who had received their doctorates through June 30, 1972. This publication evolved out of the National Science Foundation's Manpower Characteristics System, which was established to provide manpower data needed by many individuals and groups, particularly those engaged in science and engineering policy activities. A characteristic feature of the system is that information is collected from individual scientists and engineers rather than from other sources, e.g., employers and professional societies. The basis of this report is the first survey, in a biennial series, of the Doctoral Roster of Scientists and Engineers, conducted for the National Science Foundation by the Commission on Human Resources of the National Academy of Sciences. (Author/MLH)

ED 111 688 SE 019 717
Abramowitz, Susan
Adolescent Understanding of Proportionality: The Effects of Task Characteristics.
Pub Date [75]
Note—31p.; For related documents, see SE 019 718 and 719. This study was undertaken as a doctoral dissertation at Stanford University
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Abstract Reasoning, Cognitive Development, Learning, Mathematical Experience, Number Concepts, *Ratios (Mathematics), *Research, Secondary Education, *Secondary School Mathematics
Identifiers—*Proportionality, Research Reports
This study examines the effects of using different classes of ratios on adolescent performance on proportionality problems. Problems of the form a/b = c/x varied on four dimensions: size of a/b, equality or inequality of b and c, complex or simple fractions, and form of the test. Tests consisted of six proportionality problems involving sizes of stick figures. Thirty-two seventh-grade students served as subjects. Responses were scored on the 10-point scale developed by Karplus, and the resulting data were submitted to several analyses of variance. Results indicated that only one-fourth of the problems were solved by strategies based on understanding of proportionality. Subjects were able to solve some of the easier problems, suggesting that they had (or were developing) some intuitive understanding of proportionality. The author suggests that content of a proportionality task may strongly affect students' performance on it. (SD)

ED 111 689 SE 019 718
Abramowitz, Susan
Proportionality: As Seen by Psychologists and Teachers.
Pub Date [75]
Note—14p.; For related documents, see SE 019 717 and 719
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Abstract Reasoning, Activity Learning, Chemistry Instruction, Cognitive Development, *Mathematical Applications, *Number Concepts, *Ratios (Mathematics), Research Utilization, Secondary Education, *Secondary School Mathematics, *Transfer of Training
Identifiers—*Proportionality
On the basis of studies reported elsewhere (SE 019 717 and 719) the author discusses the implications of research on cognitive development for teachers whose subjects involve an understanding of proportionality. Several common methods of teaching chemistry students to use proportionality in chemical problems are described. Research on the development of proportionality concepts is discussed, and basic results of Inhelder and Piaget, Karplus, the author, and others are briefly

outlined. Laboratory tasks which can help students understand proportionality are described, and cooperation between teachers and psychologists is advocated. (SD)

ED 111 690 SE 019 719

Abramowitz, Susan

Adolescent Understanding of Proportionality: Skills Necessary for Its Understanding.

Pub Date [75]

Note—42p.; For related documents, see SE 019 717 and 718

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Abstract Reasoning, Basic Skills, Cognitive Development, Learning, Mathematical Experience, *Number Concepts, *Ratios (Mathematics), *Research, Secondary Education, *Secondary School Mathematics

Identifiers—*Proportionality, Research Reports

This paper reports further on the study described in SE 019 717. Correlational data relating success on proportionality tasks to understanding of related concepts and processes are presented. The five correlative tests involve (1) reducing fractions, (2) multiplying fractions, (3) facility with fractions, (4) inverse relations, and (5) more than/times as much. The results of the study suggest that a child's understanding of proportionality is dependent on the task being performed. It is suggested that in teaching proportionality concepts teachers use the simplest possible arithmetic. (SD)

ED 111 691 SE 019 720

Kulm, Gerald

The Effects of Practicum Experience on the Opinions of Secondary Mathematics Teachers.

Pub Date 3 Apr 75

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Analysis of Variance, *Attitudes, Cost Effectiveness, *Field Experience Programs, Higher Education, *Mathematics Education, Methods Courses, Preservice Education, *Research, Student Teachers, Teacher Attitudes, *Teacher Education, Teacher Evaluation

Identifiers—Mathematics Teaching Inventory, Research Reports

Over a period of five semesters, the attitudes of preservice secondary mathematics teachers participating in seven varieties of educational experiences were measured using the Mathematics Teaching Inventory (MTI). Items on the MTI were scored for modern versus traditional attitudes. Seven subscales were generated by classifying items on the basis of whether they involved perception of mathematics teaching or teaching in general and whether there was a teacher or non-teacher focus. Data collected for the seven groups on these seven scales were submitted to an analysis of variance. Results indicated that, in general, students with only observation experiences held more modern and open attitudes than students with teaching experience. This result was most significant for the subscale concerning mathematics teaching behavior. On the basis of this study and related research it is recommended that early school-based experiences should be offered to preservice teachers, but that these experiences should be carefully selected to avoid negative effects on attitudes. (SD)

ED 111 692 SE 019 730

Anderson, Edwin R.

The Certainty of Information in Instructional Decision Making. Report No. 76-4.

Washington Univ., Seattle. Educational Assessment Center.

Pub Date Aug 75

Note—25p.; Educational Assessment Center Project 503

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—College Mathematics, *Computer Science Education, Evaluation, Higher Education, Item Analysis, *Mathematics Education, *Research, *Testing, Test Reliability, *Test Results

This study measures the stability of performance exhibited where different computer programing classes study the same material. By focusing standard measurement techniques on the item difficulty (the proportion of students answering an item correctly), it was determined that up to two-thirds of the reliable variance of a classroom test is held in common with identical tests given in similar classes. The particular wording of the test item measuring a concept was shown to be a critical factor in knowledge assessment. Classes were given identical terms measuring common concepts and changed items measuring a different set of common concepts. The correlations between classes of item difficulties for identical items is approximately .70, whereas the correlation for changed items is approximately .35. Suggestions are made for utilizing the high correlation between identical items in instructional decision making. (Author/SD)

ED 111 693 SE 019 733

Selected Results from the National Assessments of Science: Scientific Principles and Procedures.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No—R-04-S-02

Pub Date Aug 75

Note—59p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order Report 04-S-02, $1.25)

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—*Curriculum, *Educational Assessment, Educational Research, *Evaluation, Inquiry Training, Science Activities, Science Course Improvement Project, *Science Education, Secondary Education, Secondary School Science, Testing

Identifiers—NAEP, *National Assessment of Educational Progress, Research Reports

The National Assessment of Educational Progress (NAEP) is an information-gathering project that surveys the educational attainments of 9-year-olds, 13-year-olds, 17-year-olds, and adults (ages 26-35) in various learning areas. All areas are assessed by a group of educators who design objectives for each area and create measurement tools appropriate to the objectives. When the exercises prepared by the test developers have passed extensive reviews by subject-matter specialists and measurement experts, they are administered to probability samples of various populations. Approximately 100,000 persons participate annually in these exercises. This report includes information on the ability of American youth to utilize the inquiry skills stressed in the new science curricula. The students participated in eight individualized activities which included the use of scientific apparatus to conduct testing procedures and simple experiments, the application of knowledge to the observation of materials in order to make generalizations, and the demonstration of principles by using models. Descriptions are given of the eight activities which were designed for students of ages 9, 13, and 17, and specifications are included for the sample populations which took part in the study. The results of the assessment are reported for each activity and include a breakdown according to geographical region, sex, color, parental education, and size and type of community. (MLH)

ED 111 694 SE 019 734

Howlett, Robert J.

Implementation of a District Continuum and Student Assessment Program in Mathematics.

Pub Date Jun 75

Note—315p.; Practicum submitted to Nova University in partial fulfillment of the requirements for Doctor of Education degree. Marginal legibility due to blue type

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS

Descriptors—Achievement, Attitudes, *Curriculum, Doctoral Theses, *Elementary Education, *Elementary School Mathematics, Evaluation, *Objectives, Practicums, Research, *Student Evaluation, Testing

The purpose of this study was to further the development and implementation of a curriculum continuum and a student assessment program in mathematics in the 11 elementary schools of the Half Hollow Hills School District, Fort Lauderdale, Florida. A mathematics continuum written in terms of behavioral objectives and sequenced in a nongraded format was developed and implemented in the 11 schools. A computerized student assessment program was developed and implemented in selected classes in grades 3-6 of each school. The success of this program led to the decision to expand it to all classes and to other disciplines. The list of objectives, and testing instruments, are included as appendixes to this document. (Author/SD)

ED 111 695 SE 019 735

Verdone, Joseph S.

Elementary Science Project: A Reexamination of Curriculum and Supervision After Implementation.

Pub Date 27 Feb 74

Note—235p.; Practicum submitted to Nova University in partial fulfillment of the requirements for Doctor of Education degree. Marginal Legibility

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS

Descriptors—Curriculum Design, *Curriculum Development, Doctoral Theses, Educational Research, Elementary Education, *Elementary School Science, *Science Course Improvement Project, Science Education, *Supervision

Identifiers—Elementary Science Study, ESS, National Science Foundation, NSF, Research Reports, Science Curriculum Improvement Study, SCIS

This project was an outgrowth of an earlier minipracticum which analyzed and evaluated the implementation of the Science Curriculum Improvement Study (SCIS) in the elementary classrooms of the Jericho (New York) School District. Coinciding with the project, the author received a grant from the National Science Foundation (NSF) for the purpose of training the district's elementary teachers in the methodology intrinsic to SCIS. This midipracticum was designed to reexamine the science curriculum one year after the implementation of SCIS. Among other objectives, the study was to ascertain whether the new science programs were meeting the classroom teacher's needs, to develop supplemental units of study at each grade level that were consistent with the philosophy and methodology of the SCIS and Elementary Science Study (ESS) programs, and to reexamine teacher and pupil attitudes after using the SCIS and ESS science programs over a time span of 6-18 months. Training was provided through the employment of trained science consultants. Results were obtained by the use of pretreatment and posttreatment questionnaires. Strengths and weaknesses of the program are discussed in the concluding section of the report. (CP)

ED 111 696 SE 019 754

Consumer Math: Selected Results from the First National Assessment of Mathematics.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Report No—R-04-MA-02

Pub Date Jun 75

Note—49p.; For a related document, see ED 102 029

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Order Report 04-MA-02, $1.05)

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Achievement, Comparative Analysis, *Consumer Education, Educational Status Comparison, Elementary Secondary Education, Geographic Regions, *Mathematics Education, National Surveys, Post Secondary Education, *Practical Mathematics, Racial Differences, *Research, Sex Differences, Surveys, Testing

Identifiers—Consumer Mathematics, NAEP, *National Assessment of Educational Progress

This report focused upon mathematical skills needed by the American consumer to function effectively in the marketplace. The nationwide assessment was conducted during the 1972-73 school year by the National Assessment of Educational Progress (NAEP). Respondents at four age levels were included: 9-year-olds, 13-year-olds, 17-year-olds, and young adults ages 26-35.

The items on consumer mathematics skills were administered to individuals (probability samples) chosen in such a way that results could be generalized to an entire national population. The first chapter of the report describes results for problems involving money, using such skills as averaging and calculating percent and proportion. Chapter 2 discusses results of household problems involving estimating unit prices and converting units of measure. Chapter 3 examines the ability to read and interpret graphs. Chapter 4 deals with skill in computation of averages and percents. Chapter 5 summarizes the results. Data are reported for various groups within the national population. (JBW)

SO

ED 111 697 SO 008 134
Sources of Information on International Organisations, 1975.
Department of Education and Science, London (England).
Pub Date 75
Note—72p.
Available from—Department of Education and Science, Information Division, Room 1/27, Elizabeth House, York Road, London SE1 7PH, England (free)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Directories, Higher Education, Instructional Trips, *International Education, *International Organizations, International Programs, National Organizations, *Overseas Employment, Primary Education, *Resource Materials, Secondary Education, *Study Abroad, Travel
Identifiers—England
This directory describes the educational services of over 100 British and international organizations. Many of these groups provide resource materials which could be of use to elementary, secondary, and college teachers. Others offer services to help young people who are interested in working or traveling overseas, or in making contact with their peer group in foreign countries. Information provided for each organization includes any or all of the following: (1) date founded; (2) purpose; (3) membership information; (4) activities and services; (5) publications; and (6) address. A classified list of the organizations is included in the index. (RM)

ED 111 698 95 SO 008 302
Williams, Frederick G. And Others
Exploring a New World: A Portuguese-American Reader, Book 1.
ABC Unified School District, Cerritos, Calif.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
Pub Date 74
Note—49p.; For a related document, see SO 008 303
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Biculturalism, *Bilingual Education, *Cultural Awareness, Elementary Secondary Education, Ethnic Studies, Instructional Materials, Learning Activities, *Portuguese, Reading Development, Reading Difficulty, Reading Materials, *Reading Skills, *Social Studies
Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, *Portuguese Americans
Learning resources for Portuguese-American bilingual education in reading development and social studies comprise this series. The two-fold purpose of the series is to improve reading skills of bilingual students and to increase appreciation of the Portuguese culture. The materials are designed for intermediate and secondary Portuguese-American students who have not had the benefits of bilingual training in the lower grades. This unit examines the Portuguese in early California and California today, games for review, the trip to America, reasons for emigrating, and learning activities. The materials are also published in Portuguese. (Author/JR)

ED 111 699 95 SO 008 303
Williams, Frederick G. And Others
Exploring a New World: A Portuguese-American Reader, Book 2.
ABC Unified School District, Cerritos, Calif.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
Pub Date 74
Note—50p.; For related document, see SO 008 302
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Biculturalism, *Bilingual Education, *Cultural Awareness, Elementary Secondary Education, Ethnic Studies, Instructional Materials, *Portuguese, Reading Development, Reading Difficulty, Reading Materials, *Reading Skills, *Social Studies
Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, *Portuguese Americans
Part of the Portuguese-American reader series comprises learning resources for intermediate and secondary Portuguese-American students who have not had the benefits of bilingual training in lower grades. The two-fold purpose of the reading development and social studies series is to improve the reading skills of bilingual students and to increase appreciation of the Portuguese culture. This unit examines Portuguese explorations of the New World and contributions of famous Portuguese-Americans. Both historical narrative and learning activities are included. The materials are also published in Portuguese. (Author/JR)

ED 111 700 SO 008 322
Szoke, Ron
Science vs. Philosophy in Education: The Kelley-Kilpatrick Debate of 1929-31 as a Moment in the Development of Educational Analysis. Draft.
Pub Date 75
Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., April 1975); Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—*Debate, *Educational History, *Educational Philosophy, Problem Solving, Researchers, Research Methodology, *Sciences, Scientific Attitudes, Scientific Methodology, Scientific Research, *Social Science Research, Social Sciences, Technological Advancement, Theoretical Criticism
The long-forgotten debate of 1929-31 between T. L. Kelley and W. H. Kilpatrick is reviewed with the aim of reviving the crucial, but dormant, issue of the competence of quantitative empirical research to answer educational questions. They debated the need to supplement scientific method with a philosophical approach sensitive to needs, impulses, and interests. First, the causes and objectives of the debate are placed in historical and intellectual perspective by describing the wave of technological optimism that occurred about 1890-1920. Then, the principal points made by the debaters are reviewed and examined. It is concluded that Kilpatrick won the debate by making a strong case for the complementarity of scientific and philosophical methods in education. But, it can be granted to Kelley that educational analysis and theorizing has often seemed undisciplined and concerned more with displaying cleverness or doctrinal purity than with getting things right. Today, the situation of the late 1920s still exists: a narrow positivist orthodoxy among influential methodologists coupled with dissatisfaction on the part of others about triviality, irrelevance, and inconclusiveness of research using the scientific method. It is suggested that it is possible for research to be both rigorous and relevant; thus, the issue should be reopened. (Author/ND)

ED 111 701 SO 008 399
Stahl, Robert J.
A Model to Develop Student Concept Learning and Problem Solving Skills: Modifying Gagne for Planning, Instruction, and Assessment in the Social Studies.
Pub Date Jan 75
Note—41p.; A paper presented at the Annual Meeting of the Florida Educational Research Association (19th, St. Petersburg, Florida, January 1975); For related document, see ED 106 174
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Concept Formation, *Concept Teaching, Conceptual Schemes, *Instructional Improvement, Problem Solving, *Social Sciences, *Social Studies, Teaching Models, *Teaching Techniques
Identifiers—*Gagne (Robert)
The purpose of this paper is to report how Gagne's model in "The Conditions of Learning" was adapted in order to develop activities, preobjectives, and test items for social studies concept instruction. One of the major problems in the field of social studies education is the looseness or nonspecificity of many of the definitions and terms which play such an important role in the planning, organization, and assessment of instruction. This looseness of definitions may contribute to a discrepancy between what teachers would like to teach and what they, in fact, teach. One way to improve instruction and increase student learning in the social studies is to develop precise definitions for the concepts used while simultaneously assisting teachers in the use of logical modes of instructional behavior. (Author)

ED 111 702 SO 008 478
Soltis, Jonas F.
Philosophy of Education: Retrospect and Prospect.
Pub Date Mar 75
Note—26p.; Presidential address at the Annual Meeting of the Philosophy of Education Society (31st, Kansas City, Missouri, March 22-25, 1975)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Educational Change, *Educational History, *Educational Philosophy, *Educational Research, *Foundations of Education, Higher Education, Relevance (Education), Speeches, Teacher Role
The major thesis of this paper is that the world of education has grown very complex, and it must be treated as such if one is to be an effective philosopher and educator in this century. A general reflection on the genesis of the field of education and the evolution of philosophy of education is offered. Two main parts of the educational complex are examined: the field of education as a general branch of research, study, and professional training; and the field of philosophy of education within it as a subject matter for teaching and scholarship. After a brief clarification of concerns, the paper offers an impressionistic sketch of developing and changing conceptions of the field of education and philosophy of education over the past 75 years. Then, an interpretation is presented of the complexity of both the field of education and philosophy of education and what this complexity may mean to the efforts of philosophers of education as they close out the last quarter of the 20th century. (Author/JR)

ED 111 703 SO 008 487
Curtin, Philip D.
Precolonial African History. AHA Pamphlets, 501.
American Historical Association, Washington, D.C.
Pub Date Feb 74
Note—66p.
Available from—American Historical Association, 400 A Street, S.E., Washington, D. C. 20003 ($1.00, 20 percent discount on orders of 50 or more)
Document Not Available from EDRS
Descriptors—*African Culture, *African History, *Area Studies, Bias, European History, Higher Education, *Historical Criticism, Historical Reviews, *Historiography, History Instruction, Negro History, Non Western Civilization, Resource Materials
Identifiers—*Africa
This pamphlet surveys western historiography of precolonial Africa. Prior to World War II, African history emphasized the European role in Africa, relegating African history before European colonization to minor importance. Only after the increase in university enrollments and funding in the 1960's did opportunities for innovative research and new teaching specialities open up to include more in-depth and unbiased study of Africa. Dealing with specific aspects of African historiography, the sections (1) explore the emergence of African history and its turning point after World War II; (2) examine new historical techniques and sources, ways in which African history is taught in American and European colleges, the comparison of African and European civilization development, the Bantu migration, the development of the Bantu civilization, myths on African history and the political and cultural organization of peoples; and (3) inquire into the slave trade, new interpretations of the precolonial century, 1780-1890, and colonization. (Author/DE)

ED 111 704 SO 008 500
Katz, Lee
Participant Observations of Soviet National Planning in Education.
Pub Date Apr 72
Note—34p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Comparative Education, Cultural Exchange, *Educational Change, *Educational Planning, *Educational Policy, *Educational Practice, Educational Trends, Elementary Secondary Education, Foreign Culture, Higher Education, Preschool Education, Student Behavior, Teacher Role
Identifiers—Bulgaria (Sophia), *USSR (Leningrad), USSR (Moscow)
In 1972, an education delegation of administrators in higher education visited preschool through higher education schools in Russia and Bulgaria and participated in informal seminars with directors and faculty of various institutions. In this paper one member of that delegation who visited schools in Moscow, Leningrad, and Sophia, Bulgaria discusses educational practice, planning, and trends that he observed. The paper is divided into the following sections: (1) A Frame of Reference (which identifies significant prejudices and difficulties that one encounters in attempting to understand a foreign culture during a brief visit); (2) National Planning Viewed in Context of Education Goals; (3) Perceptions of Soviet National Planning Styles; and (4) Soviet and United States Mechanisms for Implementing Change. (Author/RM)

ED 111 705 SO 008 507
Harvey, David
Society, the City and the Space-Economy of Urbanism, Resource Paper No. 18.
Association of American Geographers, Washington, D.C. Commission on College Geography.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 72
Note—56p.
Available from—Association of American Geographers, 1710 16th Street, N.W., Washington, D.C. 20009 (1-9 copies $1.50, 10-99 copies $1.35, 100 or more copies $1.20)
Document Not Available from EDRS
Descriptors—Economic Factors, Futures (of Society), Geography, Higher Education, Housing, *Human Geography, Metropolitan Areas, *Residential Patterns, Resource Materials, *Social Change, Socioeconomic Influences, *Space Utilization, Supplementary Reading Materials, *Urban Areas, Urbanization
Theoretical concepts of spatial organization appropriate to bringing about humanizing social change are identified. This resource paper is part of a series designed to supplement existing texts and to fill a gap between research and accessible materials in geography. Part 1, societies and cities, introduces three basic forms of society: egalitarian, with an economy characterized by reciprocity; rank societies, characterized by redistribution; and stratefied societies, characterized by market exchange. Two basic points are that the form of a mode of economic integration may vary substantially and that the balance of influence between reciprocity, redistribution, and market exchange prevails. The reliance of urbanism on the production and appropriation of a social surplus product is the topic which concludes Part 1 in an analysis of urban space economy. Part 2, concerned with the contemporary city as a system within which the surplus is generated and appropriated, examines how the general concepts formulated in Part 1 can be used to dissect the workings of the contemporary American city. Part 2 also looks at the place of residence in relation to the location of job opportunities within a transportation network, to the location of services and facilities, and to territorial distribution of wealth, as well as at the use and exchange value of the place of residence. A concluding summary is followed by notes and bibliography. (KSM)

ED 111 706 SO 008 508
Pred, Allan R.
Major Job-Providing Organizations and Systems of Cities, Resource Paper No. 27.
Association of American Geographers, Washington, D.C. Commission on College Geography.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 74
Note—69p.
Available from—Association of American Geographers, 1710 16th Street, N.W., Washington, D.C. 20009 (1-9 copies $1.50, 10-99 copies $1.35, 100 or more copies $1.20)
Document Not Available from EDRS
Descriptors—Economic Factors, *Employment Opportunities, Geography, Higher Education, *Human Geography, Human Resources, *Metropolitan Areas, Models, *Regional Planning, Resource Materials, Social Change, Supplementary Reading Materials, *Systems Concepts
This resource paper is concerned with the trend toward concentration of economic power in the hands of major job-providing organizations and the trend of occupational shifts occurring within the structure of advanced economies. It is part of a series designed to supplement existing texts and to fill a gap between research and accessible materials in geography. Topics of the five chapters include the general characteristics of major job-providing organizations, patterns of organizational headquarters and location, major job-providing organizations and interdependence within systems of cities, major job-providing organizations and the growth and development of advanced systems of cities, and problems of urban and regional development in relation to major job-providing organizations. A bibliography is included. (Author/KSM)

ED 111 707 SO 008 509
Branstetter, Katherine B.
"I See by Your Outfit That You Are a Cowboy": Attire as a Marker of Ethnic, Social, and Personal Identity.
Pub Date Mar 75
Note—12p.; Paper presented at Conference on Culture and Communication (Temple University, Philadelphia, Pennsylvania, March 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*American Indian Culture, *Anthropology, *Clothing, Clothing Design, Cultural Background, Cultural Differences, Cultural Images, Cultural Traits, Ethnology, Group Structure, *Role Perception, Social Differences, Social Status, *Tzeltal
Identifiers—Mexico, Tenejapa Indians
A model for interpreting the role of clothing in society and culture is presented. From the point of view of the wearer in any culture, the decision as to what to wear is based on two kinds of information: the nature of the occasion and the wearer's image of his social identity. People, therefore, use clothing to project information about themselves. An analysis of the clothing behavior of Tzeltal speaking Tenejapa Indians of Chiapas, Mexico, initially shows clothing as a symbol of ethnic differentiation from Spanish-speaking Ladino families. Within the Tenejapa society, there are accepted combinations and types of clothes for specific occasions which express the wearers' social identity and his degree of self-esteem. Any other form of clothing is marked by the addition of descriptive features termed "cues." Consequently, special outfits are worn by such little seen figures as civil-religious officials to identify them to the community. Variations from the accepted form of attire by the elements of the general population indicate the amount of freedom within the society. (Author/DE)

ED 111 708 SO 008 514
Graber, Doris A.
Political Learning During a Campaign: Micro- and Macro-Analytic Research Techniques.
Pub Date Apr 75
Note—27p.; Paper presented at Annual Meeting of the International Communication Association, Political Communication Division (Chicago, Illinois, April 23-26, 1975)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Changing Attitudes, Data Collection, Elections, Measurement Instruments, *Measurement Techniques, Political Attitudes, *Political Influences, *Political Science, Political Socialization, *Public Opinion, Research Design, *Research Methodology, Social Science Research, Speeches, Voting
Research techniques for measuring political learning during a campaign are examined. Micro-analytic techniques involve intensive analysis of individuals. Large amounts of data on the psychological and sociological settings of subjects are gathered, along with information on opinions toward past and emerging political situations. Macro-analytic techniques sample large sections of the general population and usually take the form of national or subnational opinion polls. Prior to the measurement of any changing attitudes, it is necessary to first establish a knowledge base of currently held opinions and attitudes. The advantage of macro-techniques is that they produce a wide range of standardizable data about voting behavior, political opinions, and attitudes towards the system. The disadvantage is that they record stages in the change process, but are incapable of analyzing the process. The major deterrent to micro-analytic work is that such studies cannot be readily generalized to a national population. However, samples drawn for micro-analytic research are representative of behavioral types and, therefore, offer superior techniques for studying complex learning processes. (Author/DE)

ED 111 709 SO 008 516
Berry, Brian J. L.
Theories of Urban Location: An Introductory Essay, Resource Paper No. 1.
Association of American Geographers, Washington, D.C. Commission on College Geography.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 68
Note—25p.
Available from—Association of American Geographers, 1710 16th Street, N.W., Washington, D.C. 20009 (1-9 copies $1.50, 10-99 copies $1.35, 100 or more copies $1.20)
Document Not Available from EDRS
Descriptors—Community Size, *Geographic Concepts, Geographic Location, Geographic Regions, *Geography, Geography Instruction, Higher Education, *Human Geography, Resource Materials, Site Analysis, Urban Areas, *Urbanization, Urban Population, Urban Studies
This resource paper on geographical theories of urban location is part of a series designed to supplement undergraduate geography courses. The basic reasons for a city are to be found in the activities it performs in a specialized society and the clustering of residences of workers employed in these activities. The city, therefore, remains a cluster of activities, an agglomeration of residences, and a set of local services for the residents. There are three stages of the development of cities and, thus, of the types of activities that support cities including (1) extractive--agriculture, mining, forestry, and fishing; (2) processing--largely manufacturing; and (3) distributive--transportation of goods, wholesaling, retailing, and services. For each stage there is a distinctive type of urban settlement. Part 1 of this essay explains why cities specializing in extractive and processing activities locate where they do. Part 2 explains geography's best developed body of urban location theory, central-place theory, which focuses on the role of market towns in the distributive sector. Also included in part 3 is a list of suggested related readings. (Author/DE)

ED 111 710 SO 008 520
Lewis, Peirce F. And Others
Visual Blight in America, Resource Paper No. 23.
Association of American Geographers, Washington, D.C. Commission on College Geography.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 73
Note—48p.
Available from—Association of American Geographers, 1710 16th Street, N.W., Washington, D.C. 20009 (1-9 copies $1.50, 10-99 copies $1.35, 100 or more copies $1.20)
Document Not Available from EDRS
Descriptors—College Instruction, *Ecology, Environment, *Environmental Education, Geography, *Geography Instruction, Higher Education, Human Geography, *Physical Environment, *Physical Geography, Resource Materials, Visual Environment
Five articles comprise this resource paper that considers "visual blight" in the United States and the role that geographers can play in preserving the physical environment. The first article contends that visual blight is a proper subject for debate for geographers. The second article interprets causes and effects of visual blight and suggests that blight is a disease or symptom of organic malfunctioning. By studying visual blight, health of society can be judged on the ground of visual evidence in the landscape. In addition, the

importance of artistic integrity in environment needs to be considered. The third article describes the problem that not everything is offensive and that blight may be in the eye of the beholder. Five specifications of blight are listed. The fourth article suggests that visual blight must be attacked, but people must also become aware and open their eyes to appreciate their surroundings with greater sensitivity, thereby raising the level of concern and generating greater possibilities of change. A social and moral factor is introduced into the definition of landscape in the last article, which allows the geographer to make a significant contribution to the reordering of the environment with his knowledge and feeling of place. (Author/JR)

ED 111 711 SO 008 522
de Vise, Pierre
Misused and Misplaced Hospitals and Doctors: A Locational Analysis of the Urban Health Care Crisis, Resource Paper No. 22.
Association of American Geographers, Washington, D.C. Commission on College Geography.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 73
Note—96p.
Available from—Association of American Geographers, 1701 Sixteenth Street, N.W., Washington, D.C. 20009 (1-9 copies $1.50, 10-99 copies $1.35, 100 or more copies $1.20)
Document Not Available from EDRS
Descriptors—College Instruction, *Geographic Distribution, *Geography, Geography Instruction, Health Facilities, Health Needs, Health Personnel, Higher Education, *Hospitals, *Medical Evaluation, Medicine, Physical Geography, Research, Resource Materials, Site Analysis, Social Change, Social Sciences, *Space Utilization, Spatial Relationship

Geography of health care entails the application of location and transportation theories and of systems methods to the demand for and supply of health care. An analysis is presented of the new geography approach and the current research involved. Chapter one provides a review and summary of the Chicago Regional Hospital Study (CRHS), a major effort promoting this expanded concept of medical geography. More than one hundred working papers produced by the CRHS are reviewed. Three themes are developed in the second chapter: the foundation in geographic theory of the medical geographic research, the contemporary social relevance of the research, and policy implications of the findings of social sciences. In Chapter three the sixty-year campaign for national health insurance is traced. In the fourth chapter, a contrast is made of the Congressional legislation and the rhetoric in the area of health care delivery. An analysis of the Health Maintenance Organizations (HMO) is included, which indicates that most community-based HMO grants in large urban areas are doomed to failure. The final chapter analyzes the widening gap between doctor-rich and doctor-poor areas in which large urban areas such as Chicago are fast losing ground in the competition to retain and attract doctors. Several appendices conclude the document. This resource paper is part of a series designed to supplement undergraduate geography materials. (Author/JR)

ED 111 712 SO 008 524
Saarinen, Thomas F.
Perception of Environment, Resource Paper No. 5.
Association of American Geographers, Washington, D.C. Commission on College Geography.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 69
Note—37p.
Available from—Association of American Geographers, 1710 16th Street, N.W., Washington, D.C. 20009 (1-9 copies $1.50, 10-99 copies $1.35, 100 or more copies $1.20)
Document Not Available from EDRS
Descriptors—Behavioral Science Research, Concept Formation, Environmental Influences, *Environmental Research, *Geographic Concepts, Geographic Regions, *Geography, Geography Instruction, Higher Education, *Human Geography, *Perception, Physical Environment, Resource Materials, Space Orientation, Spatial Relationship

This review of research on perception of the environment is part of a series designed to supplement undergraduate geography courses. In the past decade there has been a remarkable increase in research related to man-environment interaction. Much of this research has centered on how the individual perceives the environment and is characterized by a trend toward psychological geography infused with behavioral science techniques. The report reviews current research and is organized according to a scale. Starting at the smallest scale, that of an individual in relation to another individual, it examines man and his relation to progressively larger sections of his environment. Areas of review include perception of personal space, room geography, larger architectural space, roads and pathways, neighborhoods and districts, the city, larger conceptual regions, countries, and the world. Also included is a list of readings related to each area of review. (Author/DE)

ED 111 713 SO 008 527
Soja, Edward W.
The Political Organization of Space, Resource Paper No. 8.
Association of American Geographers, Washington, D.C. Commission on College Geography.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 71
Note—54p.
Available from—Association of American Geographers, 1701 Sixteenth Street, N.W., Washington, D.C. 20009 (1-9 copies $1.50, 10-99 copies $1.35, 100 or more copies $1.20)
Document Not Available from EDRS
Descriptors—*Geographic Concepts, Geographic Regions, *Geography, Geography Instruction, Higher Education, *Human Geography, *Political Divisions (Geographic), Political Science, Psychological Patterns, Resource Materials, *Space, Space Orientation

This resource paper on political geography is part of a series designed to supplement undergraduate geography courses. Starting with a broad outline of the relationship between human spatial and societal organization, it examines cross-cultural perspectives on the political organization of space and the emergence of the nation-state as a distinctive spatial expression. Spatial organization is viewed as a product of human societies and their institutions to control and direct the key political processes of competition, conflict, and cooperation. Part two examines the concept of territoriality, its historical evolution in man, and its contemporary implications for human society. Through its influence on feelings of spatial identity, on the development of a sense of geographical exclusiveness and segregation, and on a real patterning of human interaction, territoriality adds meaning and interpretability to the complex layers of the earth's formal and function regions. Included in the appendices are suggestions for further study and a list of related readings. (Author/DE)

ED 111 714 SO 008 541
Wolcott, Harry F.
Ethnographic Approaches to Research in Education: A Bibliography on Method.
Georgia Univ., Athens. Anthropology Curriculum Project.
Report No—Pub-75-1
Pub Date Jun 75
Note—33p.
Available from—Anthropology Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia 30602 ($1.00 paperback)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—*Annotated Bibliographies, Anthropology, Bibliographies, Educational Anthropology, *Educational Research, *Field Studies, Methods, Research Criteria, Research Design, *Research Methodology
Identifiers—*Ethnography

Over 100 entries are compiled in this bibliography which identify sources helpful in contemplating or carrying out a fieldwork approach to research in formal educational settings. The bibliography emphasizes, but is not restricted to, contributions by anthropologists. Thus, there is a preference for using the terminology of that discipline, such as ethnography vs. field study. The bibliography deals with problems of educational research and how to overcome those problems. One problem is the effectiveness of the participant-observer technique in the schools. The bibliography presents a diversity of alternative research techniques that could be applied. Books and journal articles dating from the late 1960s through the 1970s comprise the bulk of citations. Entries are listed alphabetically by the author, and include the date of publication and name of the publisher. (Author/JR)

ED 111 715 SO 008 548
Hahn, Jeffrey W. Green, Justin J.
Political Events and Attitudinal Stability: Watergate and College Students, a Longitudinal Analysis.
Spons Agency—Villanova Univ., Pa.
Pub Date 75
Note—39p.; Paper presented at Annual Meeting of the American Political Science Association (San Francisco, California, September 2-5, 1975)
Available from—Justin J. Green, Political Science Department, Villanova University, Villanova, Pennsylvania 19085 (free)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Attitude Tests, *Changing Attitudes, *Cognitive Measurement, College Students, Data Analysis, Higher Education, Longitudinal Studies, *Political Attitudes, Political Influences, *Political Issues, Political Science, Political Socialization, *Social Science Research
Identifiers—Nixon (Richard M), Watergate Hearings

A short-term cohort design is utilized to examine college students at three different time periods--shortly before the Watergate Committee hearings began, after the hearings ended, and after Nixon's resignation. The purpose of the study is to test the stability of political attitudes under the impact of critical national events. Data for this seven-year study were collected by a questionnaire given on a random sample basis to about 500 college students. It is hypothesized that primary principle attitudes will be more stable than middle range attitudes which in turn will be more stable than topical issue orientations. Secondly, it is hypothesized that the cognitive maps (Showing cognitive dissonance and/or cognitive balance theory) which explain these attitudes will respond to both maturation process and events in the political environment. The results of analysis of variance indicate that, despite maturation, all of the attitudes measured display a very high degree of stability. A Multiple Classification Analysis (MCA) of the data supports the second hypothesis, even though attitudes remain stable. It is suggested that a more complete understanding of attitude formation, change, and their relation to political behavior will depend on the development and use of more complex models than those provided by cognitive maps. (Author/ND)

ED 111 716 SO 008 549
Oakley, Deborah
Population Stabilization in the United States: A Teaching Case Study.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date 75
Note—18p.
Journal Cit—Teaching Notes; n6 p45-61 Fall/Winter 1975
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Birth Rate, Demography, *Futures (of Society), Higher Education, Political Science, *Population Education, *Population Growth, Population Trends, Role Playing, Secondary Education, *Simulation, Social Studies Units, *Teaching Techniques

A simulation of a Congressional hearing on national population policy is provided. University students and community members decide on a resolution introduced in the United State Senate in 1971 which proposed the stabilization of population growth. Students organize themselves into four interest groups--Black Americans, business-industrial, conservation-environment, and women's rights--and present testimony before the hearing. The teacher is required to recruit outside persons as Congresspersons who will eventually decide whether to recommend the resolution to the Senate. Background information on United States population growth and projected future population increases are provided in the unit. Three evaluation methods, a list of possible associated activities, and a bibliography for each of the four lobbying groups are also included. (DE)

ED 111 717 SO 008 550
Moral Development. Proceedings of the 1974 ETS Invitational Conference.
Educational Testing Service, Princeton, N.J.
Pub Date 74
Note—79p.; Proceedings of the Invitational Conference of the Educational Testing Service (35th, New York, New York, November 2, 1974)
Available from—Educational Testing Service, Princeton, New Jersey 08540 ($3.00)
Document Not Available from EDRS
Descriptors—*Conference Reports, Developing Nations, Educational Change, *Educational Development, *Educational Testing, Elementary Secondary Education, Ethics, Evaluation Methods, Higher Education, Lawyers, *Moral Development, *Moral Values, School Role
The proceedings of the 1974 Educational Testing Service Invitational Conference on Moral Development are included in this document. Six presentations cover a wide range of topics concerning the nature of moral development, the predominant educational philosophies in the schools, the distinctions between cognitive understanding of moral dilemmas and actual conduct, the issues of measurement in the study of moral development, and the choice of criteria for validating theories and techniques. The presentation by Irving Kristol calls for restoration of authority within major social institutions, especially the schools. Martin Trow stresses the moral issue of understanding negative evidence in the search for truth and discovery within universities. Murray Schwartz discusses moral dilemmas confronting lawyers and their professional education. Gunnar Myrdal reviews shortcomings of educational systems in underdeveloped countries. Jane Loevinger presents a critical analysis of three competing models of moral development and their implications for measuring moral maturity. The last presentation by Wilson Riles reviews the role of the schools in moral development during the past 50 years. (Author/JR)

ED 111 718 SO 008 552
Parks, Robert
Authority and the Development of Political Orientations.
Pub Date 75
Note—23p.; A paper prepared for the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Authoritarianism, Child Development, *Cognitive Development, Educational Strategies, Elementary Secondary Education, *Moral Development, Political Attitudes, Political Science, *Political Socialization, Student Attitudes, Student Teacher Relationship, Teacher Influence, *Teacher Role, Teaching Techniques
The legitimate use of authority in political and moral education is examined from a cognitive-developmental perspective. However, legitimate authoritative communications by a teacher must have the potential for reasoned elaboration. These communications then mark off the boundaries of rational and authoritative communication from non- and irrational communications. The backing by reasons of these authoritative statements must be made apparent at some level meaningful to the child if genuine authority is to be established, even if the child is not capable of fully comprehending the concepts and relations involved. In Kohlberg's three stages of moral development, authority can be used to mark out and develop the sphere of reason up until the child reaches the postconventional, autonomous, or principled level. In the political education of young children, authority can be used to make clear to children that political party allegiances and strong positive feelings about the Presidency are not genetically inherited from parents but are choices made from rational political thought. (Author/DE)

ED 111 719 SO 008 558
Bailey, Kenneth D.
Political Environment, Issue Saliency, and Systemic Support among Children: Pre-Watergate/Post-pardon.
Pub Date May 75
Note—51p.; Paper presented at Annual Meeting of the Midwest Political Science Association (33rd, Chicago, Illinois, May 1-3, 1975)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Cognitive Development, Current Events, Elementary Secondary Education, Political Attitudes, Political Influences, *Political Issues, *Political Science, *Political Socialization, Social Science Research, Speeches, *Student Alienation, *Student Attitudes
The impact of social and political events on the development of political attitudes in children is examined. Political learning is seen as an invariant sequence of developmental stages dependent upon physical and intellectual growth, and current events. The data consist of interviews with children at the third through the ninth grade levels. The data are further stratified along an urban/rural dimension for purposes of sociocultural comparisons. Results indicate that there is a relationship between stages of cognitive development and the evolution of political orientations in children. There is an association between age level of the children and the degree to which they support or have confidence in the government. Opinion samples taken before and after the Nixon resignation and pardon indicate a decrease in the degree of government support and confidence. The author concludes that the present distrust in government is therefore due to situational factors. (Author/DE)

ED 111 720 SO 008 559
Bulletin of the Scottish Centre for Social Subjects. Number 4.
Scottish Centre for Social Subjects, Glasgow.
Pub Date Apr 75
Note—44p.; For related document, see ED 092 414
Available from—Scottish Centre for Social Subjects, Jordanhill College of Education, Glasgow G13 1PP Scotland (30 pence or $0.65, plus postage)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Comparative Education, *Curriculum Development, Curriculum Evaluation, Educational Innovation, Elementary Secondary Education, European History, *Geography Instruction, Instructional Materials, *Newsletters, Physical Geography, Slow Learners, *Social Sciences
Identifiers—*Scotland
Curriculum development in the social sciences at both the national and local levels in Scotland is discussed in this bulletin. The first article presents guidelines for preparing materials for slow learners, primarily elementary students. The second article discusses the work of a primary and secondary liaison in geography instruction. Examination of a history project which aims to stimulate student interests is presented in the third article. Some aspects of the nature of curriculum evaluation comprise the fourth article. Reflections on European studies and physical geography in Scottish secondary schools conclude the document. The Scottish Centre's interest and activities focus on collecting and disseminating information on curricular developments in the social sciences; helping the Scottish Central Committee to coordinate the activities of local groups and working parties of teachers; and issuing teaching and learning materials for testing in schools and collecting and processing the results. The bulletin is published irregularly. (Author/JR)

ED 111 721 SO 008 560
Bulcock, Jeffrey W. And Others
Education and the Socioeconomic Career II: A Model of the Resource Conversion Properties of Family, School, and Occupational Environments. Research Notes from the Malmo Study. Report No. 10.
Stockholm Univ. (Sweden). Inst. for the Study of International Problems in Education.
Pub Date Nov 74
Note—46p.; A paper prepared for the Annual Meeting of the American Educational Research Association (Washington, D. C., April, 1975); For a related document, see ED 097 268
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Ability, Achievement, *Careers, Comparative Analysis, Comparative Education, *Economic Status, Educational Research, Goal Orientation, Income, *International Education, Models, Social Status, Socioeconomic Background, *Socioeconomic Influences, Statistical Analysis, Tables (Data)
Identifiers—*Sweden
Recent findings are reported on the ongoing research related to the socioeconomic career attainment process utilizing the Malmo data set from Sweden as reported in ED 097 268. The general proposition tested is that the association between selected personality resource assets and the desired outcomes of resource conversion settings will be different for different levels or types of resource settings. It is found that (1) the interaction of children's early abilities and their family socioeconomic environments has strong effects on future educational attainments; (2) the interaction of early ability and educational attainment has a low but significant impact on the development of ability at maturity; (3) the two interactions between educational attainment and job status, and between ability at maturity and job status account for variance in earnings over and above the direct effects of ability at maturity and job status; and (4) the impact of schooling on net earnings of job status and ability at maturity is neglible. Attention is given to the relevance of these findings for the development of status attainment theory, and some suggestions are made for extending the analysis by fitting more accurate statistical models. Tables and graphs illustrate the findings throughout the document. (Author/JR)

ED 111 722 SO 008 561
Mattingly, Paul H.
The Origins of Professional Schoolmen, 1820-1900.
National Academy of Sciences - National Research Council, Washington, D. C. Committee on Basic Research in Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-1-0530B
Pub Date Aug 72
Grant—OEG-2-71-0530
Note—493p.
EDRS Price MF-$0.92 HC-$24.75 Plus Postage
Descriptors—*Educational History, *Foundations of Education, Primary Sources, *Schools of Education, School Superintendents, *Social History, Teacher Associations, *Teacher Education, Teacher Educators, Teachers Colleges, United States History
Identifiers—*American Institute of Instruction
This research into American social history examines educational institutions and educators of the 19th century. The central organization of the study is the American Institute of Instruction, founded in 1830 and surviving until 1908. This organization provided a medium for discussion and examination of significant educational experiments in the 19th centry. The author explores the educational institutions which sent members to the Institute, discusses the many teachers and professors associated with it, and examines its roles and functions. Other topics discussed include the emergence of the teacher as professional, teacher education, national and local school associations, and the school superintendent role. These increasingly specialized areas of education made the Institute largely ineffective in the early 20th century. (Author/RM)

ED 111 723 SO 008 563
Hertzberg, Hazel W.
Teaching a Pre-Columbian Culture: The Iroquois. A Guide Unit for 7th Grade Social Studies. Revised.
New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.; State Univ. of New York, Albany.
Pub Date 75
Note—86p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*American Indian Culture, *American Indians, *Anthropology, *Cultural Awareness, Curriculum Guides, Grade 7, Interdisciplinary Approach, Junior High Schools, Learning Activities, Reference Materials, Secondary Education, Social Sciences, *Social Studies, Teaching Techniques
Identifiers—*Iroquois
Presented in this curriculum guide are teaching techniques to help the seventh grade teacher introduce pupils to a unit study on the Iroquois Indians. The pamphlet describes classroom procedures by which students learn the techniques for studying any culture through an intensive study of one local culture. The culture unit uses all the social science disciplines, including archaeology, but is organized in terms of the categories of anthropology. Part I gives some introductory exercises which will help student development, understanding, and analysis of cul-

ture. The section is useful as an introduction to any unit on culture. Part II deals with the pre-Columbian culture of the Iroquois before the arrival of the Europeans. It also briefly discusses subsequent Iroquois history. Part III contains annotated lists of useful instructional and reference materials. (Author/JR)

ED 111 724 SO 008 564
Falealii, Tele'a V.
Creativity and the Samoan Student.
American Samoa Dept. of Education, Pago Pago.
Pub Date [75]
Note—31p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Anthropology, *Conformity, *Creative Development, Creative Expression, *Creativity, Cross Cultural Studies, Cultural Environment, Cultural Factors, *Culture Conflict, Elementary Secondary Education, Originality, *Role Conflict, Self Expression, Social Influences, Student Development
Identifiers—Samoa
The conflict between Samoan culture and the development of creativity among Samoan students is examined. Creativity is defined as the process of sensing gaps, finding a means of effecting closure, and formulating hypotheses to eventually produce a novel product. The greater the pressure to conform, however, no matter what the source, the fewer the individuals who can preserve their creative functioning. The extent to which a culture encourages diversity and tolerates individual deviation affects this creative development. Samoan culture has relatively few discontinuities. Roles are assumed at birth and rarely change throughout life. Obedience to those higher in authority and power over those slightly smaller or younger is consistently upheld. There is a great lack of stimulation which might produce changes. Pressures are brought to bear when any tendency to change appears. However, the one major source of discontinuity is the impact of United States culture. The conflict between the two cultures creates extreme frustration among young Samoan students and leads to a high dropout rate in Samoan schools. Samoan educators are encouraged to be highly sensitive to creative students' needs in order to decrease the role conflict of Samoan students. (Author/DE)

ED 111 725 SO 008 565
LaConte, Ronald T.
Teaching Tomorrow Today: A Guide to Futuristics.
Pub Date Jul 75
Note—139p.
Available from—Bantam Books, Inc., 666 Fifth Avenue, New York, New York 10019 ($1.25 paperback)
Document Not Available from EDRS
Descriptors—Curriculum Development, Educational Resources, *English, *Futures (of Society), Learning Activities, Prediction, Science Fiction, Secondary Education, Simulation, *Social Change, *Social Studies, Teaching Guides, Teaching Techniques, Values
An introduction to the study of the future for secondary social studies and English classes is presented in this teaching guide. The primary purpose is to help students understand the nature of change in modern society, identify impending changes, order their priorities, and clarify their values. Built around key concepts, problems, and issues posed by the future, the course emphasizes three areas of the future. Phase 1, an introduction to the future, aims to stimulate curiosity through a science fiction novel. In phase 2, students examine what others have said about the future. The objective is to acquaint students with a number of different viewpoints and a spectrum of alternative futures as postulated by different writers. Phase 3 investigates specific problem areas which focus around small group and individual projects. The guide includes a rationale and course description, a list of materials and resources, behavioral objectives, additional resources, study guides, and handouts. (Author/JR)

ED 111 726 SO 008 566
Draft Report of the Work Group on Multicultural Programs.
Toronto Board of Education (Ontario).
Pub Date 20 May 75
Note—236p.
Available from—Information and Publications Department, Board of Education for the City of Toronto, 155 College Street, Toronto M5T 1P6, Ontario, Canada ($7.00)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Bilingual Education, Cultural Differences, *Cultural Education, Cultural Pluralism, Educational Disadvantagement, Educational Improvement, Educational Opportunities, Elementary Secondary Education, *Equal Education, *Intercultural Programs, Multilingualism, *Nondiscriminatory Education, *School Community Relationship, School Role
Identifiers—Canada (Toronto), Ontario
This report investigates the educational philosophy programs related to the multicultural population of Toronto. Two fundamental goals for the Toronto Board of Education are to provide equal educational opportunities to all children, and to do so without loss of the child's personal identity and cultural integrity. The work force provides recommendations on eight issues related to multicultural, multiracial education including (1) English as a second language, (2) educational opportunity differences, (3) maintenance of original cultures and languages; (4) instruction in a third language, (5) multiculturalism and the general curriculum, (6) system sensitivity, (7) community-school relations and the multicultural society, and (8) the responsibilities and role of national government in funding multicultural programs. Included in the appendices are reports and research by the work force that led to the specific recommendations. (Author/DE)

ED 111 727 SO 008 567
Resnick, Lauren B. Glaser, Robert
Problem Solving and Intelligence.
Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Report No—1975/13
Pub Date 75
Note—41p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Association (Psychological), *Cognitive Processes, Creative Ability, *Creative Thinking, Creativity, Divergent Thinking, Imagination, *Intelligence, Learning Theories, Memory, Originality, *Problem Solving, Productive Thinking, Psychology, Recall (Psychological), Social Sciences
This paper argues that a major aspect of intelligence is the ability to solve problems and that careful analysis of problem-solving behavior is a means of specifying many of the psychological processes that make up intelligence. The focus is on the mechanisms involved when, in the absence of complete instruction, a person must "invent" a new solution to a problem by assembling previously learned skills. To describe this type of problem-solving behavior the authors set forth an information processing model characterized by three classes of processes: problem detection, feature scanning, and goal analysis. A series of studies on invention, in which children are taught component skills and their behavior is examined in situations where these skills must be combined in a novel fashion, elucidates this model. (Author)

ED 111 728 SO 008 568
Library Resources for International Education. A Report Submitted by the Task Force on Library and Information Resources to the Government/Academic Interface Committee, International Education Project, American Council on Education. Occasional Paper No. 1.
American Council on Education, Washington, D.C. International Education Project.
Report No—Occas-Pap-1
Pub Date Jan 75
Note—110p.
Available from—International Education Project, American Council on Education, One Dupont Circle, Washington, D.C. 20036 ($3.00)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—African Culture, *Area Studies, Asian Studies, *Futures (of Society), *International Education, Latin American Culture, *Library Collections, Library Cooperation, Library Materials, Library Programs, *Library Research, Library Services, Middle Eastern Studies
The purpose of this study is to consider methods for providing adequate library and information services for U. S. international education programs. The state of U.S. library resources for the following eight world-area programs was reviewed to determine common library needs and problems: Africa, East Asia, Latin America, Middle East, South Asia, Southeast Asia, Soviet Union and Eastern Europe, and Western Europe. Findings include the need for bibliographic control of materials and better coordination in their acquisition and dissemination; development of more highly specialized bibliographers; and elimination of unnecessary duplication of effort. Two of the many recommendations made are the creation of an organization to plan and coordinate library services for area study programs throughout the country and the development of large multipurpose regional resource centers. (Author/RM)

ED 111 729 SO 008 569
Caplan, Nathan And Others
The Use of Social Science Knowledge in Policy Decisions at the National Level: A Report to Respondents.
Michigan Univ., Ann Arbor. Center for Research on Utilization of Scientific Knowledge.
Pub Date 75
Note—63p.
Available from—Publications Office, Institute for Social Research, University of Michigan, Ann Arbor, Michigan 48104 ($5.00)
Document Not Available from EDRS
Descriptors—Decision Making, Federal Government, *Information Utilization, Management Information Systems, *Policy Formation, Political Influences, *Research Utilization, Social Influences, *Social Science Research, *Use Studies
Identifiers—Social Indicators
A preliminary review of findings and implications of social science research utilization among government officials is provided. The data come from face-to-face interviews of 204 persons at the upper levels of decision making in the executive branch of the federal government. Section one presents descriptive data on the diversity of the self-reported use of social science knowledge by the respondents, on the particular characteristics of that knowledge, on the extent of its use, and on its impact on the policy decisions involved. Section two identifies and conceptualizes factors that facilitate or inhibit the use of social science knowledge in policy-related decisions. Section three presents an analysis of responses to questionnaire items focusing on the desirability and value of a set of quantitative measures to indicate social well-being. This section adds new insights that underscore the importance of such efforts to apply social research to policy activities. Section four summarizes the overall findings of the study and presents general remarks about their implications for policy makers and social scientists. (Author/DE)

ED 111 730 SO 008 570
Schaefer, Roberta Rubel
Democracy and Leadership: Some Reflections on the Political Education of Civil Servants.
Pub Date 2 Sep 75
Note—24p.; Paper presented at the Annual Meeting of the American Political Science Association (San Francisco, California, September 2-5, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Constitutional Law, Democratic Values, Governance, Higher Education, *Leadership Training, *Management Development, Policy Formation, *Political Science, Politics, *Program Descriptions, *Public Administration Education, Public Policy, Speeches, Values
Identifiers—Civil Servants
Suggestions for an alternative approach to public administration education are provided. One recent movement in public administration strongly attacks the notion of neutral scientific training and emphasizes that public administrators should administer policy according to social equity. However, this standard does not provide any objective criteria for distinguishing among the various claims of disadvantaged minorities and cannot differentiate between equality and justice. The function of administration in a democratic regime is to be more than a mere reflection of the people's wants and more than a

mirror of the bureaucrat's particular view of "social equity." To develop values and judgment capabilities, administrators should be educated in relating current issues with American political thought and tradition. The study of constitutional law, an apprenticeship with a public administration organization, case studies of decision making, and a research project which requires the student to develop a policy on a particular controversial question are suggested as a possible program for public administration education. (Author/DE)

ED 111 731 SO 008 575

Pellow, Deborah Bedger, Jean E.

Social Ecology of South Commons. Final Report on Work Completed for the Office of Child Development, Planning Grant OCD-CB-486 (6/1/73-3/3/74).

Council for Community Services in Metropolitan Chicago, Ill.

Pub Date [74]

Note—44p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—City Planning, City Problems, *Community Study, Environmental Influences, Ethnic Groups, *Inner City, School Role, Social Influences, *Socialization, *Social Sciences, Socioeconomic Influences, *Sociology

Identifiers—Illinois (Chicago)

The purpose of this research is to determine if it is possible to build an inner-city community with socioeconomic and racial mix and have it work. The findings from a study carried out in the Near Southside Chicago community of South Commons, built in the late 50's are presented. Methodology included informal conversations, interviews with adult residents of all income levels and ethnicities, and observation of children. Findings show that inner group conflict is a function of class difference rather than race, and physical design and landscaping reflect such differences and exacerbate them; and that the school is fundamentally pivotal to interaction and community organization because as a sociophysical institution it has the quality of bringing together rich and poor. Four hypotheses for further work emerge from the study. Among these are that persons moving into a community out of desire to live in a mixed setting would be more committed to the specifically attracting features, and that institutions directly affecting children are fundamental to community stability and cohesion. (Author/RM)

ED 111 732 SO 008 577

De Pauw, Linda Grant

Four Traditions: Women of New York During the American Revolution.

New York State American Revolution Bicentennial Commission, Albany.; New York State Education Dept., Albany. Office of State History.

Pub Date 74

Note—42p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Colonial History (United States), Cultural Background, *Cultural Traits, *Females, Feminism, Higher Education, National Defense, *Revolutionary War (United States), Secondary Education, Social Sciences, Sociocultural Patterns, United States History, Violence, War, Womens Studies, Working Women

Identifiers—*Bicentennial, New York

The role of New York women in the American Revolution is discussed in a survey of four cultural traditions in 17th and 18th century New York--Iroquois, African, Dutch, and English. The purpose is to provide a historical record on the subject of women's history. Women from the four cultural traditions were bound by different conventions which influenced their reactions to the Revolutionary crisis and affected the ways in which that crisis would change their lives. American women were as deeply influenced by the Revolution as were American men, though not always to their benefit. The successful war for independence marked a significant turning point in the status of women. Documented stories are recounted of individual women's activities during the Revolution in each of the chapters titled: Four Traditions; Choosing Sides; Soldiers, Refugees, and Camp Followers; Treason and Espionage; and Aftermath. Some of the stories depict heroic acts, but some show wrongdoings as well. They all indicate the importance and necessity of the roles women played and the tasks they undertook during the Revolution. (Author/ND)

ED 111 733 SO 008 579

O'Neil, Daniel J. Wagner, J. Richard

Teaching Canadian Politics at American Universities: Some Recommendations.

Pub Date May 75

Note—36p.; Paper presented at the Western Social Science Association meeting (Denver, Colorado, May 1975)

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—College Instruction, *Comparative Analysis, Foreign Relations, Higher Education, Policy Formation, *Political Science, *Politics, Relevance (Education), *Social Sciences, *Teaching Techniques

Identifiers—*Canada, Comparative Political Systems

The introduction and study of Canadian political systems are recommended as a model for use in political science courses at American universities. In the past, recognition of the worth of Canadian studies has been minimal. New and interesting topical areas such as Canadian nationalism, missionary activities, energy resource problems, and pollution have redirected the emphasis on Canadian studies. Four major areas of Canadian studies are examined which bear directly on important topics of interest to American political scientists: nation building, policies, institutions, and international relations. A brief historical narrative of each area is included, along with techniques for incorporating Canadian studies. (Author/JR)

ED 111 734 SO 008 580

Rotella, Salvatore G.

New Uses for the Study of Political Science.

Pub Date 2 Sep 75

Note—14p.; Paper presented at the Annual Meeting of the American Political Science Association (San Francisco, California, September 2-5, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*College Curriculum, Core Curriculum, Curriculum Development, Educational Demand, Educational Supply, *Educational Trends, Higher Education, Intellectual Disciplines, *Political Science, *Professional Education, Professional Training, Public Service Occupations, Social Sciences, *State of the Art Reviews

Some possible new directions for the political science discipline are presented. Within the context of current, formal undergraduate education, political science has two major functions: (1) to provide part of the required general, social science education, and (2) to attract and prepare future recruits for the profession. These functions are referred to as "old uses." The discipline's most common career is teaching; therefore, political scientists as professionals are best at reproducing themselves. The premise for "new uses" is that, in addition to contributing to the general education of college graduates and preparation of more teachers of political science, the discipline could make a major contribution toward the preparation of professionals in the public service. Generally defined, the public service comprises that component of the world of work that is supported by public funds. The potential for "new uses" of political science lies in a conscious and determined effort within the discipline to create programs relevant to the preservice and inservice education and training of competent professionals for the public service. (Author/ND)

ED 111 735 SO 008 581

Fendrich, James M. Krauss, Ellis S.

Student Activism and Political Socialization: A Causal Model of Socialization Stages and Adult Left-wing Politics in the United States and Japan.

Pub Date Sep 75

Note—30p.; Paper presented at the Annual Meeting of the American Political Science Association (San Francisco, California, September 2-5, 1975)

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—*Activism, *Adult Development, Change Agents, Changing Attitudes, Comparative Analysis, Cultural Factors, Political Affiliation, Political Attitudes, *Political Science, *Political Socialization, Social Science Research, Socioeconomic Influences, *Student Attitudes

Identifiers—Japan

The relative influence of stages of political socialization on the adult political orientation and activities of former American and Japanese student activists is examined. A causal model of the stages of political socialization, including family and school, student activism, and adult roles, is compared with the political fate of student activists who participated in the 1960 antisecurity treaty movement in Japan and the civil rights movement in the American South. The results indicate that student activism in college is the best predictor of adult politics in both countries. Family and early school political socialization are only weak predictors of future adult politics. Adult political socialization can be either a facilitator or a constraint for maintaining political commitments. In the United States, career choice has no direct effect because student activism strongly affects career choice. In Japan, career choice has a strong effect on adult politics. Former Japanese students in the knowledge and human services industries have greater left-wing commitments. For American student activists, remaining free of family affiliations is a facilitator for left-wing politics; while in Japan, family obligations are a facilitator of left-wing politics. (Author/DE)

ED 111 736 SO 008 582

Brim, Orville G., Jr.

Life Span Development of the Theory of Oneself.

Pub Date Jul 75

Note—17p.; Invitational Address to the Biennial Conference of the International Society for the Study of Behavioural Development (Guildford, Surrey, England, July 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Goal Orientation, Human Development, Individual Development, *Individual Power, Psychological Characteristics, Self Actualization, *Self Concept, Self Esteem, Self Evaluation, *Social Psychology, Social Science Research

Suggestions for research on the components of self-theory development over a lifetime are examined. Self-theory, like other knowledge, is dependent on the theories in one's culture about human nature and the biological, social, and physical world. Language expands or limits the concepts available for thinking about one's self-image or sense of self. Yet there is little in behavioral sciences literature which traces these changes. Three possible models are provided for further research. The theory of personal control interprets self-image as the growth and decline in the feeling of power, control, and mastery of the key tasks of life. The progression from early age on into the career can be characterized by an increase in realism about what is possible, and by a steady lowering of aspirations to correspond to the gradual foreclosing of reality. The theory of change in oneself stresses that every person must have as a component of the self-theory some hypothesis about the kind of person he can become in future time and, hence, the possibility of personal change. (Author/DE)

ED 111 737 SO 008 585

Rindfuss, Ronald R.

Recent Trends in Fertility Differentials Among Educational Groups. Discussion Papers No. 263-75.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Office of Economic Opportunity, Washington, D.C.

Report No—IRP-DP-263-75

Pub Date Mar 75

Note—44p.; Paper presented at the Annual Meeting of the Population Association of America (Seattle, Washington, April 1975)

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Academic Achievement, *Birth Rate, *Demography, Population Education, *Population Growth, Population Trends, Race Influences, Social Influences, *Social Science Research

Using data from the 1960 and 1970 United States Censuses, annual estimates of age-specific fertility rates by educational attainment of women

for the period 1945 through 1969 are analyzed. These estimates allow annual examination of the extent to which various educational subgroups have participated in recent fertility trends. The sample population was divided into five age groups from 15 to 44 years and five educational levels from junior high through college. The single pervasive finding is that fertility increased during the 1950's and decreased in the 1960's for virtually every group examined. The increase in fertility during the 1950's was greater among younger women and among better educated women; and the decline in fertility during the 1960's was largest among women who attended but did not complete high school or college. With few exceptions, the pattern of fertility rise and decline over the two decades was similar for black and white women of comparable educational attainment. (Author/DE)

ED 111 738 SO 008 591
Giardina, Richard Cono
Liberal Skills: The Role of Political Science in General Education.
Pub Date 75
Note—20p.; Paper presented at the Annual Meeting of the American Political Science Association (San Francisco, California, September 2-5, 1975)
Available from—Richard C. Giardina, Director, University Division of General Studies, Bowling Green State University, Bowling Green, Ohio 43403 (free)
Document Not Available from EDRS
Descriptors—American Government (Course), Change Agents, Citizen Role, Citizenship, *Course Objectives, Democratic Values, *Educational Objectives, General Education, Higher Education, Policy Formation, Political Power, *Political Science, Political Socialization, *Politics, *Skill Development

Competencies or general life skills and understandings that a political sciences course attempts to promote in the student in a general education curriculum are examined. General education is described as a set of skills which help individuals exercise control over their own lives. These compentencies consist of the understandings that (1) politics involve power relationships which have both causes and consequences; (2) politics involve making decisions from among competing claims and enforcing those decisions through appropriate means; (3) political decision making implies the existence of structures and processes which are both formal and informal; (4) political decision making means people making decisions affecting both themselves and other people; (5) political decision making can be used to lead the attack both for and against change; (6) politics is purposive and the purposes may or may not be arrived at rationally; and (7) the political process and ability to reach conclusions about one's own desired role in the process involves pros and cons. Citizen competence and social learning competencies are viewed as essential not only for the individual but for the society as a whole. (Author/DE)

ED 111 739 SO 008 592
Contreras, Gloria
Mastery Learning: The Relation of Different Criterion Levels and Aptitude to Achievement, Retention, and Attitude in a Seventh Grade Geography Unit.
Pub Date 75
Note—230p.; Ed. D. Dissertation, University of Georgia
Available from—Geography Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia 30601 ($5.00)
EDRS Price MF-$0.76 HC-$12.05 Plus Postage
Descriptors—*Academic Achievement, Achievement Rating, Doctoral Theses, Educational Research, Geography, *Geography Instruction, Knowledge Level, *Learning, Low Ability Students, *Retention Studies, Secondary Education, *Student Attitudes, Student Improvement
Identifiers—Geography Curriculum Project, Mastery Learning

This study is an assessment of the effect of three criterion mastery levels and aptitude on the achievement, retention, and attitude of seventh grade students using a population geography text. The three criterion levels used were 90 percent, 80 percent, and 70 percent of the correct responses on each of 41 lessons in "Population Growth in the United States and Mexico." Aptitude was measured by a word meaning text. Aptitude was a major independent variable because of the premise that mastery procedures may overcome achievement difficulties of low aptitude students. Contrary to most of the literature on mastery learning, the results indicate that mastery on formative exercises did not contribute to higher levels of achievement on the summative test. The study also failed to show that achievement, retention, or attitude toward the unit differed among the three criterion groups. The study confirmed that previous knowledge, as measured by a word meaning test, was a more potent factor in achievement than were differential criterion levels. (Author/DE)

ED 111 740 SO 008 593
Dansereau, Donald F. And Others
Effective Learning Strategy Training Program: Development and Assessment. Final Report for Period January 1974-May 1975.
Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.; Texas Christian Univ., Fort Worth. Inst. for the Study of Cognitive Systems.
Report No—AFHRL-TR-75-41
Pub Date Jun 75
Note—82p.; For related document, see SO 008 594 and 595
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Comprehension, Educational Assessment, *Learning Processes, Learning Theories, *Mnemonics, *Program Development, Psychology, Questioning Techniques, Retention, *Retention Studies, Social Science Research, Social Sciences, *Training, Visualization

Potentially effective and trainable learning strategies were identified by analysis of a specially developed learning strategy inventory and a survey of educational and psychological review literature. Four aspects of the learning process suggested the usefulness of special training: identification of important or unfamiliar material, applications of techniques for the comprehension and retention of this information, efficient retrieval of information, and skill in coping with distractions during the foregoing processes. A training program was developed for teaching selected specific strategies, including comparison of the three alternative comprehension/retention strategies (referred to as connection techniques) of paraphrasing, question answering, and the use of visual imagery. The results indicated that minimal strategy training showed significant results in long-term retention, although no reliable differences were found in immediate testing. Further refining of the techniques was recommended. An effective strategy training program suitable for implementation in technical training was created, modified, and assessed. (Author)

ED 111 741 SO 008 594
Dansereau, Donald F. And Others
Learning Strategy Inventory Development and Assessment. Final Report for Period January 1974-May 1975.
Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.; Texas Christian Univ., Fort Worth. Inst. for the Study of Cognitive Systems.
Report No—AFHRL-TR-75-40
Pub Date Jun 75
Note—112p.; For related documents, see SO 008 593 and 595
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—*Administration, Correlation, *Development, Diagnostic Tests, *Educational Assessment, Evaluation Methods, Factor Analysis, *Learning, Learning Difficulties, Learning Processes, Learning Theories, *Measurement Instruments, Psychology, Social Science Research, Social Sciences, Test Construction
Identifiers—*Learning Strategy Inventory

A learning strategy inventory composed of 201 multiple-choice items was developed based upon similar work and suggestions stemming from a literature review. Correlational and factor analyses, based on data for approximately 200 students, were identified and incorporated into a learning strategy training program. (See SO 008 593 for a report on the program.) The learning strategy inventory provided an effective basis for strategy training development. In addition, the learning strategy inventory provided a significant first step in the development of a more general instrument for diagnosing learning strategy inadequacies in specific individuals. The learning strategies inventory and its correlations and the factor scores correlations are located in the appendices. (Author/ND)

ED 111 742 SO 008 595
Dansereau, Donald F. And Others
Learning Strategy Training Program: Paraphrasing Strategy for Effective Learning. Final Report for Period January 1974-May 1975.
Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.; Texas Christian Univ., Fort Worth. Inst. for the Study of Cognitive Systems.
Report No—AFHRL-TR-75-46
Pub Date Jun 75
Note—206p.; For related documents, see SO 008 593 and 594
EDRS Price MF-$0.76 HC-$10.78 Plus Postage
Descriptors—*Learning Processes, *Phrase Structure, Psychology, Retention, *Retention Studies, Social Science Research, Social Sciences, Student Improvement, Training Techniques, *Transformations (Language)
Identifiers—*Paraphrasing

This report presents an effective, integrated learning strategy program emphasizing a connection technique that uses paraphrasing. Components were derived from a review of the educational and psychological literature and from an analysis of responses to the learning strategy inventory, which were conducted during this same research effort. (See SO 008 594 for a report on the inventory.) Also, two other training packages (visual imagery and question-answer connection) were evaluated along with this package in a controlled experiment. (See SO 008 593 for discussion of the controlled experiment.) The results of this experiment showed a 55 percent improvement in long-term retention when using paraphrasing for the trained group, compared with an untrained control group. With appropriate insertion of blank pages for answers, this report can be used to provide learning strategy training. (Author/ND)

ED 111 743 SO 008 597
Brouillette, B., Ed. And Others
African Geography for Schools: A Handbook for Teachers. A Unesco Source Book.
International Geographical Union.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No—R-92-3-1010190
Pub Date 75
Note—309p.
Available from—Unipub, Inc., P.O. Box 433, New York, New York 10016 ($19.50)
Document Not Available from EDRS
Descriptors—*African Culture, *Area Studies, Cross Cultural Studies, Economics, Elementary Secondary Education, Geographic Concepts, *Geographic Regions, Geography, *Geography Instruction, Higher Education, *Non Western Civilization, Physical Divisions (Geographic), Physical Geography, Social Studies, Teacher Developed Materials, Teaching Guides
Identifiers—*Africa

This book is the first in a series of UNESCO guide books for teaching geography on a continental scale, dealing with either land masses or vast regional groups which have common characteristics. Written by African geographers, it is intended for primary and secondary school teachers, teacher-training institutions in Africa, and also for geography teachers in other countries to help them understand African people, their ways of life, and their problems. The first of three main divisions of the book consists of a study of various factors in development, showing how economic data may be brought up-to-date. In the second and largest part, the case study method is used, based on direct observation and explanation of facts. Various types of agricultural, forest, mining, or industrial exploitation are described to show actual conditions and thus encourage students to observe and study their own environment. The third part consists of practical advice for teachers, designed in a nontraditional form, with examples taken from the authors' experiences of teaching in Africa. (Author/ND)

ED 111 744 SO 008 598
Hargrove, Erwin C. Hoopes, Roy
The Presidency: A Question of Power. American Government Issues Series, Number 1.
Pub Date 15 Aug 75
Note—64p.

Available from—College Division, Little, Brown and Company, 34 Beacon Street, Boston, Massachusetts 02106 ($1.95)
Document Not Available from EDRS
Descriptors—*American Government (Course), Civics, Constitutional History, Decision Making, Governance, Government (Administrative Body), Higher Education, Instructional Materials, Political Issues, *Political Power, *Political Science, Power Structure, Secondary Education, *Social Studies, *United States History
Identifiers—*Presidency
An historical analysis of the use and abuse of power in the Presidency is provided in this supplementary student material. The content includes an analysis of the historical roots of presidential power, popular support, cooperation and conflict with Congress, the international role of the presidency, presidential decision making, the relationship with the courts and the news media, presidential personalities, mechanisms for presidential constraint, the future of the Presidency, and a conversation with the authors about the role of the Presidency and individual presidents. The unit can stand alone or be used in conjunction with lectures, discussions, supplementary sources, or textbooks at the secondary and college levels. Use in conjunction with a standard text or in any nontraditional approach is recommended due to the highly provocative questions raised in the materials. A four-page instructor insert provides a list of essay and multiple-choice test questions and suggestions for use of the material. (Author/DE)

ED 111 745 SO 008 602
Wise, John H.
An Appalling Ignorance of the World: The Price of Affluence?
Pub Date 26 Aug 75
Note—25p.; Paper presented to the Annual Conference of the Institute of Australian Geographers (13th, University of Wollongong, New South Wales, Australia, August 26, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Educational Diagnosis, *Educational Improvement, *Educational Quality, Elementary Secondary Education, *Geographic Location, Geographic Regions, Geography, *Geography Instruction, Global Approach, Higher Education, Map Skills, Speeches, Student Evaluation, World Affairs, *World Geography
Today's students in the Western world show a widespread lack of basic world knowledge. Geography graduates in a Canadian and an Australian university were asked to locate 75 major cities in the world. The results indicated a wide knowledge of cities in the Western world but little knowledge of cities in Africa, the Middle East, and Asia. Only three out of 75 Canadian graduates could correctly locate the countries of Mali, Mozambique, and Guinea-Bissau. Eight suggestions to improve geography education call for increases in (1) selectivity of entrants into university programs, (2) numbers and variety of geography courses, (3) infusion of Third World examples into university geography courses, (4) exchange of geography scholars between the Third World and the Western countries, (5) qualified geography teachers to serve in preservice and inservice programs for teachers, (6) mandatory world geography courses at the university level, (7) emphasis in teaching map skills for all educational levels, and (8) recognition that elementary and secondary geography need not emulate university geography courses. (Author/DE)

ED 111 746 SO 008 603
Federal Textbook on Citizenship. Our American Way of Life. Becoming a Citizen Series. Book 1. Revised.
Immigration and Naturalization Service (Dept. of Justice), Washington, D.C.
Report No—M-161-(Rev.Apr74)Y
Pub Date Apr 74
Note—112p.; Related documents are ED 087 679 and 087 680
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order No. 1974 0-562-438; $1.75)
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—Adult Education, American Government (Course), *Citizenship, *Civics, *Constitutional History, Democratic Values, English (Second Language), English Instruction, Government Publications, Immigrants, *Literacy Education, Political Science, Textbooks
Identifiers—Citizenship Education, *Naturalization Programs
Part of the "Becoming a Citizen Series," this book is the first of three Federal Textbooks on Citizenship which are published by the Immigration and Naturalization Service. The series, first published in 1964, is regularly revised to reflect any changes that may occur in the government. The book teaches immigrants to speak, read, and write English and prepares students for the citizenship examination, while teaching basic tenets of American life. The early history of the United States and a description of the government and how it works are presented. The book also teaches the rights and responsibilities of citizenship and how to become an American citizen. (Author/JR)

ED 111 747 SO 008 605
Williams, John A. Coven, Brenda
A Brief Guide to Preparing an Undergraduate Research Paper in African History. Occasional Paper 75-2.
State Univ. of New York, Stony Brook. American Historical Association Education Project.
Pub Date 75
Note—23p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*African History, Area Studies, Bibliographic Citations, Higher Education, Historical Criticism, *Historiography, *History Instruction, History Textbooks, Library Skills, Research Skills, *Research Tools, Resource Materials, Student Projects, *Student Research, Writing Skills
A practical guide to preparing an undergraduate research paper in African history is provided. Since the common problems of choosing a topic and locating needed resources often require more time than is necessary, suggestions which increase efficency in these stages are emphasized. A short annotated list of African history textbooks with clear opinions and controversial generalizations are suggested as suitable materials for leading a student to a topic for research. The fundamental controversy in African historical writing today is over the degree of continuity or change from precolonial times, through colonial rule, to the present. This controversy can lead to specific questions which are suitable for research papers. In the process of defining a topic, the student should move from an assumed generalization to the testing of a hypothesis about the generalization. Nine assumptions and possible hypotheses are suggested for further study. Relevant bibliographical aids include instructions on how to use the card catalog, indexes, handbooks and encyclopedias, bibliographies, the human relations area file, scholarly journals, maps, and atlases. (Author/DE)

ED 111 748 SO 008 606
Fair, Jean, Ed.
National Assessment and Social Studies Education: A Review of Assessments in Citizenship and Social Studies by the National Council for the Social Studies.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Council for the Social Studies, Washington, D.C.
Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Pub Date 75
Note—121p.; For the full NCSS report, See ED 100 739-746
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 ($1.90)
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—*Citizenship, *Educational Assessment, *Educational Objectives, *Evaluation, Evaluation Methods, Measurement Goals, Measurement Instruments, Models, National Surveys, *Social Studies, Test Validity
Identifiers—*National Assessment
This report of a study conducted by the National Council for the Social Studies (NCSS) reviews, interprets, and disseminates findings of the National Assessment of Educational Progress (NAEP) assessments in citizenship and social studies. The study represents an investigation funded by the Education Commission of the States and coordinated by a special steering committee working under the auspices of NCSS. Chapter titles include: (1) National Assessment and Social Studies Education: The Setting, by Jean Fair; (2) Potential Uses of the National Assessment Model at the State Level and for Accountability Purposes, by Bob L. Taylor; (3) On the Need for Criterion-Referenced Research and Demonstration: A Reaction to the Model of National Assessment in Citizenship, by Joseph C. Grannis; (4) Evaluating Social Studies and Citizenship Education: Some Alternate Approaches, by Michael Scriven; (5) Critique of NAEP Objectives and Procedures: Citizenship and Social Studies, by A. Guy Larkins; (6) Validity of Social Studies and Citizenship Exercises, by Francis P. Hunkins; (7) A Rating of Social Studies Exercises by Social Studies Educators, by June Chapin; (8) An Analysis of a Selected Set of Social Studies Exercises: Knowledge of Institutions, by C. Benjamin Cox; and (9) A Response from the National Assessment, by J. Stanley Ahmann. The appendixes include the NAEP citizenship and social studies objectives, performance evaluations, and a bibliography. (DE)

ED 111 749 SO 008 607
Renwick, W. L.
Recurrent Education. Policy and Development in OECD Member Countries: New Zealand.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Pub Date 75
Note—43p.; For related documents, see SO 008 488 and ED 099 288
Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N. W., Washington, D.C. 20006 ($2.50)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Adult Education, Community Education, *Comparative Education, Continuation Education, *Continuous Learning, *Continuous Progress Plan, Developing Nations, *Educational Development, Educational Equality, *Educational Opportunities, Educational Programs, Elementary Secondary Education, Social Problems, Teacher Education
Identifiers—*New Zealand, Recurrent Education
One of a series on the state of recurrent education in OECD member countries, this report examines the educational programs of New Zealand in the context of both the educational objectives of the New Zealand government and the Centre for Educational Research and Innovation. Three major headings comprise the focus of the document: the New Zealand experience in attempting to achieve equality of educational opportunity, current policies for recurrent education, and emerging issues. The document begins with an introduction to the New Zealand background. Understanding the educational objectives and programs in New Zealand revolves around their contribution to equality of educational opportunity. Following the introduction, the current policies for recurrent education are examined, including consultative planning, educational planning, educational development, review of secondary and continuing education, community colleges, community education programs, labor market policies, and financial assistance for study and training. The third section of the document examines emerging issues in New Zealand education, including teacher education, the profession of continuing educators, learning materials for adults, the extension function, educational entitlement, and target groups. (Author/JR)

ED 111 750 95 SO 008 609
Azzouz, Azzedine And Others
Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Volume 7, Number 4, 1973.
Agence Tunisienne de Public Relations, Tunis (Tunisia).
Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Report No—TT 74-55073-04
Pub Date 73
Note—48p.; For related document, see SO 008 551; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Annotated Bibliographies, Art Education, *Comparative Education, Developing Nations, *Educational Development, Educational Philosophy, *Educational Problems, *Educational Research, Educational Theories, Elementary Secondary Education, Higher Education, Mechanical Teaching Aids, Religious Education, Special Education
Identifiers—*Africa, Algeria, Libya, Morocco, Tunisia
This annotated bibliography contains 108 English language annotations of newspapers and government publications covering educational materials of interest to North Africans. The materials relate a clear trend toward increased awareness of Arab and Islamic heritage and the adaptation of education to a multilingual population. Citations are categorized by country including Algeria, Libya, Morocco, and Tunisia. Within these major categories are subtopics that include philosophy and theory of education, educational organization, adult education, teaching aids, special education, Arabization and bilingualism, religious education, educational cooperation, artistic education, and a special section on the practical orientation of education in North Africa. Lists of periodicals and authors conclude the bibliography. (DE)

ED 111 751 95 SO 008 610
Barron, Frank
Basic Research in Esthetic Education. Final Report.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Special Concerns.
Pub Date 31 Aug 73
Grant—OEG 9-8-000052-0072(010)
Note—123p.
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—*Aesthetic Education, Affective Behavior, Art Education, Cognitive Development, Creative Ability, *Creative Development, *Creativity Research, Cultural Enrichment, Educational History, *Educational Research, Nature Nurture Controversy, *Personality Development, Prediction, Self Expression
This report reviews five current research projects in aesthetic education. Chapter 2 describes recent studies at the Institute of Personality Assessment and Research (IPAR) which relate aesthetics and creativity. Chapter 3 reviews measures of perceptual and cognitive performance; perceptual and aesthetic preference; and aesthetic interests, values, sensibility, and personal philosophy as they relate to creativity. Chapter 4 analyzes the relative contribution of heredity and environment in the development of aesthetic abilities. Chapter 5 provides an historical and conceptual review of aesthetic education in the United States, as well as a description of the specific programs of aesthetic education with which this research was involved. Chapter 6 evaluates student potential for success in such programs, based on measurement, statistical prediction, student interviews, and clinical observation. Chapter 7 makes recommendations, based on the research projects, in the areas of pedagogy, student selection, student and program evaluation, and future research. (Author/DE)

ED 111 752 SO 008 613
Roeder, Robert E., Ed. And Others
What Is America? Discussions, Volume 1.
Denver Univ., Colo. American Issues Forum Regional Program.
Spons Agency—American Revolution Bicentennial Administration, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date 75
Note—123p.; For related document, see SO 008 614
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—Adult Education, Bibliographies, Discussion (Teaching Technique), *Discussion Programs, *Educational Resources, Program Development, Resource Guides, Secondary Education, *Social Studies Units, *United States History
Identifiers—AIF, American Issues Forum, *Bicentennial
The American Issues Forum (AIF) is a national Bicentennial program sponsored by the National Endowment for the Humanities and cosponsored by the American Revolution Bicentennial Administration. AIF seeks to engage Americans in serious consideration of the nation's institutions, values, and traditions through a calendar which sets forth and elaborates on the fundamental American issues contained in nine monthly topics and weekly subtopics. The units, designed for secondary social studies and history classes, provide students with a special, activity-oriented one-day discussion unit for each of the 36 weekly subtopics of the calendar. The first volume (the second to be published in October) contains the 16 units for the first four months of the calendar beginning August 31, 1975. Each of the one-day units is a self-contained package which includes suggestions to the teacher for procedures, readings, instructions, and questions. Although a variety of instructional procedures are suggested, all of the units are intended to engage students in structured activities leading them to active inquiry and participation in class discussions. Several appendixes conclude the document, including bibliographies, a description of an in-school television debate, and the full text of the AIF Calendar. (Author/JR)

ED 111 753 SO 008 614
Leadership Packet: A Helpful Handbook for the American Issues Forum, A National Bicentennial Program.
Denver Univ., Colo. American Issues Forum Regional Program.
Spons Agency—American Revolution Bicentennial Administration, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date 75
Note—104p.; For related document, see SO 008 613
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—*Action Programs (Community), Adult Education, Bibliographies, Community Education, *Community Involvement, Community Programs, Elementary Secondary Education, *Leaders Guides, Mass Media, *Program Development, *Public Affairs Education, Resource Guides
Identifiers—AIF, American Issues Forum, *Bicentennial
The American Issues Forum (AIF) is the national program for the Bicentennial developed by the National Endowment for the Humanities and cosponsored by the American Revolution Bicentennial Administration. The purpose of the Leadership Packet is to provide those who are interested in developing AIF Programs with suggestions about how to plan and with information about supporting materials, services, and activities. The key to the American Issues Forum is a Calendar of nine monthly topics--issues that have been fundamental to American society throughout history. The Calendar--part 2, following an introduction--is designed to stimulate serious and coordinated exploration of American's abiding accomplishments and problems during the Bicentennial celebration, providing a framework for a variety of programs. Part 3 suggests kinds of programs which could be planned for communities and organizations. General how-to-do-it suggestions for programs development, resources, promotion, and coordination are contained in part 4. Extensive bibliographies for adults and students are contained in part 5. A directory of AIF-related materials, media efforts, and supporting organizations comprise part 6. Part 7 lists various Bicentennial exhibits and displays. (Author/JR)

ED 111 754 SO 008 616
Pratt, LeRoy G.
Discovering Historic Iowa. American Revolution Bicentennial Edition.
Iowa State Dept. of Public Instruction, Des Moines.
Pub Date 75
Note—323p.
Available from—Information Services, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319 ($2.00)
EDRS Price MF-$0.76 HC-$15.86 Plus Postage
Descriptors—Colonial History (United States), Community Cooperation, *Community Education, Educational Resources, Elementary Secondary Education, Instructional Materials, Reference Materials, *Resource Guides, *Social Studies, Supplementary Reading Materials, *United States History
Identifiers—*Bicentennial, Iowa
Prepared in recognition of the Bicentennial, this historic guide of Iowa is intended to supplement materials prepared by the Iowa Curriculum Division. It provides, in one convenient reference, information for use by teachers, students, tourists, and others interested in Iowa's history. Up-to-date information is given on historical societies, museums, archaeological sites, geological areas, botanical preserves, wildlife exhibits, outdoor classrooms, zoos, art centers, scientific facilities, and places of historical or cultural interest. The resource unit is arranged in alphabetical and numerical order by name and number of county. Names of all known societies, museums, landmarks, sites, natural areas, and facilities used for educational purposes are listed alphabetically under each county. Also included are a location map; an index; a calendar of celebrations, festivals, and historical events; an Iowa map; and an alphabetical index. This resource may be of interest as a model to other states that wish to develop a guide for the Bicentennial. (Author/JR)

ED 111 755 SO 008 617
Thornton, Barbara C.
A Partially Annotated Political Communication Bibliography.
Pub Date Apr 74
Note—63p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Annotated Bibliographies, Bibliographies, *Communications, *Educational Research, *Elections, Higher Education, Political Attitudes, Political Influences, *Political Science, Politics, Public Opinion, Voting
Identifiers—Political Campaigns, *Political Communications
This 63-page annotated bibliography contains available materials in the area of political communication, a relatively new field of political science. Political communication includes facets of the election process and interaction between political parties and the voter. A variety of materials dating from 1960 to 1972 include books, pamphlets, journal and magazine articles, unpublished papers and dissertations, Congressional Quarterly articles, and government publications. The following seven areas of the field are examined: (1) general campaign techniques; (2) media and advertising techniques; (3) polling, surveying, and the use of computers for data collection; (4) theories and techniques of political attitude change and persuasion; (5) specific elections; (6) the techniques of political parties; and (7) financing of campaigns. The collection is partially annotated. (JR)

ED 111 756 SO 008 619
Wiley, Christopher J., Ed.
A Film Guide on China.
National Committee on United States-China Relations, Los Angeles, Calif. Southern California Field Staff.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date 74
Note—32p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Annotated Bibliographies, Area Studies, *Asian History, *Asian Studies, Audiovisual Aids, *Cultural Awareness, Elementary Secondary Education, Films, *Instructional Films, Instructional Materials, *Resource Guides
Identifiers—*China
Over 80 films are listed in this annotated film guide on China. Designed to help educators select films about China, each entry contains a short annotation which gives a capsule and sometimes evaluative summary of film content. The booklet is divided into four sections on China before and after 1949, Taiwan, and Chinese culture. Each listing contains the full title, length, date, audience, and availability of the film. A selected listing of audiotapes concludes the document. (JR)

SP

ED 111 757 SP 008 810
Allred, Wallace And Others
A Simulation Game (Administrative Aspects of Teaching) to Be Used with ISTEP Syllabus. Individualized Secondary Teacher Education Program.

Brigham Young Univ., Provo, Utah. Dept. of Secondary Curriculum and Instruction.
Pub Date 72
Note—32p.
Available from—Editorial Department, Brigham Young University Press, 218 University Press Building, Provo, Utah 84602 (No price quoted)
Document Not Available from EDRS
Descriptors—Educational Administration, Educational Legislation, *Game Theory, *Management Games, *Models, *Role Playing, *Simulation, Sociodrama

This simulation game begins with an introduction which lists the areas of study involved and presents some basic instructions. Rules and criteria for the simulation game are then presented, which state that each participant in the game is assigned a personality role, a position role, and a situation to which he will react. Descriptions of the roles and situations complete this part of the game. Background material is included for the game which briefly presents material on the following topics: (1) common law precedents, (2) contractual agreements, (3) state/district regulations, (4) certification, (5) school finance, and (6) authority and responsibility. (RC)

ED 111 758 SP 009 302
Trzasko, Joseph A.
Statistical Considerations for Establishing CBTE Cut-Off Scores.
Pub Date 75
Note—14p.
Available from—Joseph A. Trzasko, Ph.D., Department of Psychology, Mercy College, Dobbs Ferry, New York 10522 (No price quoted)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Cutting Scores, *Decision Making, *Performance Based Teacher Education, Performance Criteria, Reliability, Statistical Analysis, *Test Construction

This report gives the basic definition and purpose of competency-based teacher education (CBTE) cut-off scores. It describes the basic characteristics of CBTE as a yes-no dichotomous decision regarding the presence of a specific ability or knowledge, which necesitates the establishment of a cut-off point to designate competency vs. incompetency on stated objectives. Statistical considerations for establishing CBTE cut-off scores are reviewed, and, based on test scores, two types of classification errors are identified. These are false acceptance, i.e., nonmasters erroneously classified as masters; and false rejection, i.e., masters erroneously classified as nonmasters. The report recommends that cut-off scores should not be arbitrarily established, but should be based on decision theory, the goal of which is to increase correct rate and decrease error rate. It was found that increasing the cut-off score will decrease false acceptance error and increase false rejection error, while decreasing the cut-off score will decrease false rejection error and increase false acceptance error. It was concluded that since shifting cut-off points reduces one error at the expense of the other, the direction of shift should be in the direction of the less serious error (false rejection). Numerous figures and tables are included. (BD)

ED 111 759 SP 009 364
Van Patten, James
The Role of the First Education Course in the Selection and Education of Teachers.
Note—56p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Admission Criteria, *Course Content, *Course Evaluation, Course Objectives, *Education Courses, Education Majors, Higher Education, *Teacher Education, *Teacher Education Curriculum
Identifiers—*University of Arkansas

The College of Education at the University of Arkansas conducted a study in order to update and upgrade its first education course. It was determined that this course was of vital importance since it was an introduction to the field of professional education for students and the first systematic contact the faculty had with prospective educators. The first step in the study was a survey of the current literature, which revealed tentative directions for the new program. These new directions included preprofessional experiences, concentration on first undergraduate courses, self-concept, and more student involvement in course decisions. The second step was to send a questionnaire to 78 universities, seeking information on the role and function of the first course concerning admissions, course content, department where housed, and innovative techniques utilized to introduce students to the field of education. Responses showed a common concern for examination of teacher education programs and a specific concern for using preprofessional experiences in the first course in selection procedures. Using this informational input, a design model was drawn up to provide overall first course aims and objectives. The first course was taught on an experimental basis for one semester to gain feedback as to process of class work and field experiences. A teaching team made up of professional staff met periodically prior to, during, and after the course to determine how to operate more effectively. (RC)

ED 111 760 SP 009 383
Simandle, Sidney
Changing Roles and Patterns in Teacher Certification.
Pub Date 75
Note—4p.; Paper presented at the Summer Workshop of the Association of Teacher Educators (1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Accreditation (Institutions), Governance, *Professional Associations, State Legislation, State Licensing Boards, *State Standards, *Teacher Certification, *Teacher Education, *Teacher Qualifications

This paper is a list of 11 changing roles and patterns in teacher certification. The list includes the following: (1) there is a trend toward establishing legal councils on teacher certification; (2) professional mechanisms for formulating policy recommendations for teacher certification are as important as actual voting membership on legal agencies for teacher certification; (3) teacher certification continues to focus on requirements for initial entry into a professional position, and may thus be inadequate in encouraging career-long professional improvement; (4) standards for teacher preparation and certification reflect recommendations of professional organizations; (5) the "approved program approach" is followed for certification instead of transcript analysis; (6) state officials are taking the initiative for cooperative efforts with regional and national accrediting agencies; (7) more specific preparation programs are being established; (8) professional organizations tend to restrict latitude at the local school level through state legislation, and later complain about the rigidity of state regulations; (9) teacher education institutions face the challenge of helping teacher education graduates find jobs; (10) there is a built-in deterrent in teacher preparation and certification programs to bringing into schools personnel who have had rich experiences in other fields; and (11) a possible result of anticipated court tests of the teacher preparation/certification process is certification based on a state administered test. (RC)

ED 111 761 SP 009 384
Cornell, William A.
New Teacher Organization Initiatives and Teacher Education.
Pub Date 14 Aug 75
Note—14p.; Paper presented to the Leadership Institute of the American Association of Colleges for Teacher Education (Annapolis, Maryland, August 14, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Educational Responsibility, Governance, Inservice Teacher Education, Performance Based Teacher Education, *Professional Associations, Professional Education, *Responsibility, *Standards, Student Teaching, *Teacher Associations, *Teacher Education

Teacher organizations believe that the teaching profession must govern itself. They are therefore requesting professional commissions in every state to set standards for teacher education. They desire involvement in the planning and implementation of teacher education programs. Teacher organizations feel strongly about competency based teacher education, and although they have always stood for having only competent teachers in the classroom, they will fight governmental intrusions into all professional prerogatives. The organized teaching professions will provide inservice programs for its members. Higher education members of the profession will be invited to be a part of these programs as equal members, but the organized profession will seek expertise at whatever level it is available. The teacher organizations are planning to take new initiatives to enforce their own code of ethics, but will resist outside interference by those who would wish to use the code for their own benefit. Finally, teacher organizations plan to have a greater say in student teaching/intern programs. They desire more input in the field experiences of future teachers. Teachers are now demanding their professional rights, and the new initiatives of organized teachers will overlap on what has formerly belonged solely to institutions of higher education. (RC)

ED 111 762 95 SP 009 422
Hansen, John H., Ed.
Governance by Consortium.
Multi-State Consortium on Performance-Based Teacher Education, Albany, N.Y.; National Consortium of Competency Based Education Centers, Toledo, Ohio.; Syracuse Univ., N.Y. School of Education.
Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.
Grant—OEG-0-71-1099(725)
Note—111p.
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—*Administration, *Consortia, Cooperative Planning, *Educational Coordination, *Governance, Interagency Cooperation, Interinstitutional Cooperation, Performance Based Teacher Education, State Departments of Education, *Teacher Centers, Teacher Education

This monograph is the result of a conference held on the subject of governance by consortium. The purpose of the conference was to listen, discuss, and react to four position papers prepared by individuals with differing points of view relative to the shared management of teacher education. This monograph begins with a general discussion of governance, consortiums, and decision making. The remainder of the monograph is divided into two sections. The first section presents position papers by individuals who occupy positions in four of the role groups most commonly included in consortial governance arrangements. These are university professors, public school teachers, school district administrators, and state department of education personnel. In the second section, three teacher education centers that are managed through consortial arrangements are described by the directors of those centers. These three centers were selected to represent consortiums between (1) an institution and several participating public agencies; (2) several institutions, several school districts, and an intermediate agency in a nonurban setting; and (3) a large urban school district and several institutions of higher education. (RC)

ED 111 763 SP 009 430
Bauer, Norman J.
HETFIRE: Reactions to a Grand Scheme.
Pub Date 75
Note—9p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Change Agents, *Change Strategies, *Consortia, *Educational Change, Educational Coordination, Educational Innovation, Educational Objectives, Governance, *Organizational Change, Teacher Centers, Teacher Education
Identifiers—*HETFIRE

The purpose of this paper is to define HETFIRE (the title of a report by the Higher Education Task Force on Improvement and Reform in American Education), and to identify and discuss the key elements contained in HETFIRE. The task force was established in 1972 to determine and conceptualize the best thinking of the higher education teacher education community concerning the reform of American education. The report presented the following three recommendations: (1) accelerated educational reform; (2) creation of personnel development centers; and (3) partnership or shared responsibility in teacher education. The report suggested a number of significant issues, three of which are examined and challenged in this paper. This paper states that the questions of the purposes which formal schooling should serve is completely ignored in HETFIRE; hence we continue to retain and support a conservative, subject-matter centered,

alienating form of education. The paper also disagrees with HETFIRE's suggestion that university professors move into the realm of pragmatic problem solving in the schools. Instead of its confusing the roles of theoreticians and practitioners, the paper suggests that the HETFIRE report should have urged the continued need and support for educational theoreticians at all institutions preparing teachers. The paper also disagrees with HETFIRE's advocacy of giving equal power to teachers, school administrators, community groups, representatives of industry, and interested lay people. (BD)

ED 111 764 SP 009 436
Russell, Robert D.
Health Education. Project of Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association.
National Education Association, Washington, D.C.
Pub Date 75
Note—243p.
Available from—National Education Association, Order Dept., Academic Bldg., Saw Mill Road West Haven, Conn. 06516 (Stock No. 1354-9-00, No price quoted)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Attitudes, Behavior, Curriculum Development, Evaluation Methods, Health Activities Handbooks, *Health Education, *Health Guides, Instructional Materials, Personal Growth, Personal Values, Physical Development, Teaching Methods

As chapter one states, this resource book trys to explore some new ways of thinking about health education, its needs, and its opportunities. Chapter two attempts to define health and discusses how education affects one's behavior and attitudes towards health. Chapter three deals with various health problems in the United States today and possible solutions. Chapter four discusses how young learners vary in mental, emotional, social, and physical growth. Chapters five and six deal with scientific and non-scientific approaches to, and varying attitudes toward, medicine, education, and health, and how an individual's motives and attitudes can affect health-related behavior. Chapter seven describes the mental, social, and physical risks which people take, involving activities such as sports, drinking, taking drugs, and sex. Chapter eight discusses "-getting high" both naturally and with the help of outside stimuli, and how these activities affect one's health. Health and health education in an ecological perspective are discussed in chapter nine. Chapter ten discusses variations from dominant values and how they affect an individual's or group's learning patterns and activities. Chapters eleven, twelve, and thirteen discuss curriculum development, learning and teaching strategies, and various teaching materials and resources. Chapter fourteen deals with the value and various methods of evaluation. Health education outside the school is discussed in chapter fifteen. Chapter sixteen concerns the future of health education. (BD)

ED 111 765 SP 009 444
Rothstein, Anne L.
An Information Processing Approach to Skill Acquisition: Perception and Timing.
Pub Date 17 Mar 75
Note—43p.; Paper presented at the Annual Meeeting of the American Alliance for Health, Physical Education, and Recreation, (Atlantic City, New Jersey, March 17, 1975)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Athletics, Eye Hand Coordination, Object Manipulation, *Perceptual Motor Coordination, Physical Activities, *Physical Education, *Psychomotor Skills, *Skill Analysis, *Skill Development

In order to understand learners and players in relation to environments typically found in sport, it is necessary to first understand the individual as an information processor who must sample information from the environment, interpret it, organize or select an appropriate motor response, and execute that response. One of the most difficult processing tasks in sport is motion prediction. To examine motion prediction it is necessary to consider factors about the individual, the environment, and characteristics of the object which affect the successful completion of the goal. The factors about the individual which necessitate prediction are processing, delays, movement organization, reaction time, and movement time. It is also necessary to consider other variables such as depth perception, just noticeable difference, age, and experience. Aspects of the environment which affect performance are the number of potentially relevant stimuli in the environment, the placement of stimuli in the environment, the size of the display, the complexity of the background, the signal-to-noise ratio, and the degree of prominance of the regulatory stimuli. It is also possible to make some tentative statements on the effect of object characteristics on performance. Variables which may be considered are speed, direction, angle, viewing time, prediction distance, and object flight characteristics. Knowledge of the characteristics and effects of these three factors should aid teachers in facilitating learning and performance in skills. (BD)

ED 111 766 SP 009 452
Davis, Albie
How to Work with Advisories. Report No. 73.
New England Program in Teacher Education, Durham, N.H.
Pub Date 74
Note—11p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Advisory Committees, *Citizen Participation, *Community Action, Community Cooperation, *Community Involvement, *Community Role, Policy Formation, School Community Cooperation

The first rule for setting up and working with an advisory is to know that their advice is needed and should be valued. An advisory ensures that advice is received from segments of the community that usually have no voice in policy making. The purpose of the advisory should be established immediately. Familiarization with holidays, vacations, budgeting periods, and other events that will affect the advisory should then take place. Once the basic purpose of and the context in which the advisory must operate has been agreed on, membership becomes an issue. It is essential that care be given to the kinds of people that should be on an advisory. The process of developing membership is continuous; as people agree to serve, a sense of what other kinds of people are needed is developed. After membership selection is completed, the firs meeting should be planned. The agenda for the first and subsequent meetings should be worked out in advance with several members and then checked for acceptance with the whole group at the beginning of the meeting. Hopefully, by the end of the first meeting the group will have (1) shared a common understanding of their mission; (2) selected a temporary chairman; (3) reached agreement on how often, when, and where to meet; and (4) settled on an agenda or process for creating an agenda for the following meeting. (RC)

ED 111 767 SP 009 456
Goddu, Roland
Planning and Costing Implications in American Teacher Education Programs.
New England Program in Teacher Education, Durham, N.H.
Pub Date Aug 74
Note—14p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Cost Effectiveness, Costs, Educational Finance, *Educational Innovation, Educational Planning, *Models, *Program Costs, *Teacher Education

This report presents a costing model for teacher education programs. It explains that this is necessary since most teacher education innovations in the United States extensively use technological support, and involve high cost personnel, materials, and systems. The report also notes that the present state in planning and cost projections requires not only establishing present and projected realities as to type of school, instructional program, personnel, organization, and management system; but that it also requires organizing the pieces of the training support system in order to support this proposed reality. The report then presents a model for personnel development which specifies activities that surround and support the training event, so that cost factors can be analyzed. The report also describes some of the situational factors which surround the event, and which may or may not affect cost. All of the factors involved in the training event have an actual social and financial or personnel cost, and each has its own outcomes as well. According to the report, the model makes it possible to sort out these outcomes as well as to identify and project cost for the training event outcome itself. The report also states that the model enables evaluation of training programs, identifies gaps to be filled, and points out where redundant effort has been placed. (BD)

ED 111 768 SP 009 458
Rubin, Robert
[Stress Training for Teachers. "The Crunch"; "-Black is the Colon"; and "Crossing the Line". Revised].
Film Modules, Inc., New York, N.Y.
Pub Date Sep 73
Note—21p.
Available from—Film Modules Distribution, 496 Deer Park Avenue, Babylon, New York 11702 (Set of three Modules, $440.00); Also available for viewing at ERIC Clearinghouse on Teacher Education, One Dupont Circle, Washington, D.C. 20036
Document Not Available from EDRS
Descriptors—Discussion Experience, *Emotional Response, *Group Discussion, Inservice Teacher Education, *Psychological Patterns, *Role Playing, *Simulation, Sociodrama, *Teachers

This series on stress training for teachers includes three film modules. They are meant to be shown in sequence, but with at least two hours of discussion between each. The purpose of these modules is not to communicate or entertain, but to stimulate discussion and role playing. The series attempts to encourage each teacher to find his/her own way to deal with feelings of anger, fear, pain, and compassion. Each film portrays possible situations and shows how an individual teacher reacts to them. Other reactions by teachers and students are interspersed. No judgment is made in the film as to whether these reactions are right or wrong. The first module deals with feelings of humiliation and anger, the second with fear, and the third with compassion. Included with the films is a leader's guide which makes suggestions for preparing for the session and aids in leading the discussion following each film. (PB)

ED 111 769 SP 009 459
Rubin, Robert
Self-Awareness (Drugs) for Teachers. Part I, "Humiliation and Anger"; Part II, "Fear and Compassion." First Draft.
Film Modules, Inc., New York, N.Y.
Note—35p.
Available from—Film Modules Distribution, 496 Deer Park Avenue, Babylon, New York 11702 (Set of two 16 mm color, $300.00); Also available for viewing at ERIC Clearinghouse on Teacher Education, One Dupont Circle, Washington, D.C. 20036
Document Not Available from EDRS
Descriptors—Discussion Experience, *Drug Abuse, *Drug Education, Emotional Response, *Group Discussion, Inservice Teacher Education, Psychological Patterns, Reactive Behavior, *Self Concept, *Teachers

These two film modules dealing with self awareness on drug abuse for teachers comprise an inservice program of affective education. Each film portrays possible situations and shows how an individual teacher reacts to them. Other reactions by teachers and students are interspersed. No judgment is made in the film as to whether these reactions are right or wrong, since the purpose of these modules is not to communicate or entertain, but to stimulate discussion and role playing. The first film deals with humiliation and anger, and the second with fear and compassion. Included with the films is a leader's guide which makes suggestions for preparing for the session and aids in leading the discussion following each film. Teachers' worksheets for each film module are also included. (PB)

ED 111 770 95 SP 009 460
Kemble, Eugenia McKenna, Bernard H.
PBTE: Viewpoints of Two Teacher Organizations. PBTE Series No. 18.
American Association of Colleges for Teacher Education, Washington, D.C.
Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.

Pub Date Sep 75
Note—100p.
Available from—American Association of Colleges for Teacher Education, One Dupont Circle, Suite 610, Washington, D.C. 20036 ($4.00)
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Behavioral Objectives, Educational Accountability, Evaluation, Governance, *In-service Teacher Education, *Performance Based Teacher Education, Performance Criteria, *Teacher Associations, *Teacher Education

This monograph presents the viewpoints of the American Federation of Teachers (AFT) and the National Education Association (NEA) on the subject of Performance Based Teacher Education (PBTE). These manuscripts, solicited from members of the staffs of these two major teacher organizations, describe the concerns that members of the profession have concerning PBTE. The first paper, by a representative from AFT, begins by focusing on the political origins of the competency movement. It then discusses abstract definitions and program realities of PBTE, as well as the kinds of considerations that must go into deciding whether or not the competency based movement will have an impact on improving the quality of teacher education. The second paper, by a representative fom NEA, begins by considering the negotiable interests of teachers in teacher education, and why teachers want and require a major role in the activities in teachr education. The paper goes on to stress the need for alternative models in teacher education. A discussion of specific issues in PBTE which are of concern to teachers, and the importance of the continuing education of teachers and other educators concludes this paper. (RC)

ED 111 771 SP 009 461
Harrison, Patrick Nagel, Thomas
Support Facilities and Requirements for Competency-Based Programs.
Pub Date 74
Note—12p.
Available from—Dr. Patrick J. Harrison, San Diego State University, Educational Technology and Librarianship, San Diego, California 92182 (No price quoted)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—*Ancillary Services, Behavioral Objectives, Information Centers, *Instructional Materials Centers, *Performance Based Education, Performance Criteria, *Resource Centers

Competency based education changes the teacher's role from that of a deliverer of information to that of a manager of learning. In order for the teacher to be able to fulfill this function, it is essential that support mechanisms be established and maintained. Whatever support mechanisms are to be created should evolve from the objectives learners will be asked to accomplish. One simple hierarchy to use for this task includes knowledge level objectives, performance level objectives, consequence level objectives, and affective objectives. Since knowledge level objectives are normally the foundation on which the others are built, the creation of a resource center will play an important part in the development of all four levels of the hierarchy. The purpose of the center should be to provide a gathering point for students, to provide all materials necessary to achieve specified objectives, and to have help available when necessary. Learning packets or modules should be stored and distributed, and pre- and postassessments administered when appropriate. Materials such as filmstrips, videotapes, and simulations should be provided to support module objectives, and the center should have study tables, small group rooms, and learning carrels. (The major portion of this report describes the resource center in detail, including personnel, physical facilities, reference systems, furnishings, and equipment considerations.) (MK)

ED 111 772 SP 009 462
Harrison, Patrick Edmonson, Lillian
An Annotated Bibliography of the Evaluation of College and University Teaching Effectiveness. Instructional Development Project.
San Diego State Univ., Calif.
Pub Date 75
Note—15p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Administrator Attitudes, *Annotated Bibliographies, *College Teachers, *Effective Teaching, *Higher Education, Student Attitudes, Teacher Attitudes, *Teacher Evaluation

Encompassing the five years from 1970 through 1974, this annotated bibliography represents a search of materials relating to the evaluation of college or university professors from the points of view of administrators, colleagues or peers, and students. Most of the information included is from the student point of view and is directed at teacher effectiveness with some information about research, publication, and service. Items are listed by author and include journal articles, materials from ERIC, and books. The ERIC materials include ED numbers. (BD)

ED 111 773 95 SP 009 463
Farrington, Jay A. And Others
Representative Incidents in the Adoption Process.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date 74
Contract—NE-C-00-3-0066; OEC-6-10-108
Note—33p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Adoption (Ideas), *Case Studies (Education), Change Agents, Changing Attitudes, Educational Change, Educational Innovation, *Higher Education

This paper presents three case studies of innovation, based on interviews with six adoption agents. Key episodes and incidents which illustrate important principles are drawn from the experiences of these adoption agents. The case studies offer examples of both success and failure--by both internal and external adoption agents. They also emphasize the fact that adoption is a long-term process, requiring good communication between the adoption agent and the adopters, and frequent evaluation of progress. (Author)

ED 111 774 SP 009 464
Keefe, Robert J.
Intercollegiate Athletics in the Roaring Twenties.
Pub Date 16 Apr 75
Note—13p.; Paper presented at the Annual Convention of the North American Society for Sport History (3rd, Boston, Massachusetts, April 16, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Athletic Coaches, *Athletic Programs, *Athletics, Extramural Athletic Programs, *Historical Reviews, Intercollegiate Programs, Intramural Athletic Programs, *Physical Education, *Recreational Activities

College sports were started by students in the post Civil War period of the 1860's and 1870's. By the 1880's football, baseball, crew, and track and field were popular intercollegiate sports. The desire of the nation as a whole for diversion after World War I provided an impetus for sports in general and intercollegiate athletics in particular. During the 1920's intercollegiate athletics reached unprecedented popularity. New sports such as basketball, golf, tennis, soccer, lacrosse, swimming, gymnastics, and fencing were added to the program. Colleges were forced to provide new facilities, including large stadiums and new and bigger gymnasiums for popular indoor sports. This increased emphasis on college athletics led to some serious problems, such as commercialism, proselytizing and subsidization of athletes, and coaches who believed in winning at any cost. The formation of the National Collegiate Athletic Association in 1906 resulted in colleges and universities assuming some control over their athletic programs. This in turn created a number of administrative problems. Fortunately, during this period physical education was undergoing some changes too, and its new emphasis on games and sports moved it closer to the athletic programs. By the end of the decade the merger was complete, and the physical education teacher and athletic coach were one and the same. (Author/RC)

ED 111 775 SP 009 466
Caldwell, Stratton F.
The Human Potential Movement: Body/Nonverbal/Movement Approaches to Human Growth.
Pub Date Apr 75
Note—11p.; Paper presented at the Annual Southwest District Conference of the American Association for Health, Physical Education, and Recreation (Albuquerque, New Mexico, April 17-19, 1975); For related documents, see SP 009 405 and SP 009 406
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Body Image, *Human Development, Individual Development, *Nonverbal Communication, *Personal Growth, Physical Activities, *Physical Education, Psychological Needs, *Self Actualization
Identifiers—Growth Centers, *Human Potential Movement

This report briefly describes the recent search for personal and interpersonal growth which has been termed the "Human Potential Movement," and the institutions or "growth centers" which have evolved as a result of this movement. It presents a list of body, nonverbal, and movement experiences derived from descriptive literature of the growth centers identified in the 1974 annual list of such centers published by the Association for Humanistic Psychology (AHP), as well as others not included on the AHP list. The report contains an alphabetical listing of 21 of the more common approaches to body, nonverbal, and movement experiences with many of their meanings presented. The report also includes a bibliography and a reference list for further information about the approaches listed. (BD)

ED 111 776 SP 009 467
Sacay, Valerie Hakam, Ed.
Teachers and Teaching: Annotated Bibliographies on Selected Topics. Volume 1: Teacher Candidates.
City Univ. of New York, Brooklyn, N.Y. Brooklyn Coll.
Pub Date Jun 75
Note—144p.; For related documents, see SP 009 468 and 469
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—Academic Education, *Annotated Bibliographies, Behavior Patterns, Effective Teaching, Personality, Personnel Evaluation, Student Attitudes, Student Teacher Relationship, *Student Teachers, *Teacher Education, Teacher Supervision

This bibliography includes annotations of 122 selected research articles and reports on teacher candidates which have appeared in the literature from 1968 to 1972. The entries are numbered and are arranged alphabetically by author in the body of the bibliography. Code letters identify descriptor categories by which each entry is classified. A listing of items by descriptor category follows the annotations. (Author)

ED 111 777 SP 009 468
Sacay, Valerie Hakam, Ed.
Teachers and Teaching: Annotated Bibliographies on Selected Topics. Volume 2: Analyzing Teacher Attitudes toward Students and Behavioral Interaction in the Classroom.
City Univ. of New York, Brooklyn, N.Y. Brooklyn Coll.
Pub Date Jun 75
Note—159p.; For related documents, see SP 009 467 and 469
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—Abstracts, Academic Achievement, *Annotated Bibliographies, Culturally Disadvantaged, Elementary Secondary Education, Exceptional Children, Interaction Process Analysis, Minority Groups, Special Programs, *Student Behavior, *Student Teacher Relationship, *Teacher Attitudes, Teacher Behavior, Tests

This annotated bibliography includes 127 selected research articles and reports on teacher-pupil interaction which have appeared in the literature from 1968 to 1972. The entries are numbered and are arranged alphabetically by author in the body of the bibliography. Code letters identify descriptor categories by which each item is classified. A listing of items by descriptor category follows the annotations. (Author)

ED 111 778 SP 009 469
Sacay, Valerie Hakam, Ed.
Teachers and Teaching: Annotated Bibliographies on Selected Topics. Volume 3: Characteristics, Attitudes, and Values of Teachers.
City Univ. of New York, Brooklyn, N.Y. Brooklyn Coll.
Pub Date Jun 75
Note—159p.; For related documents, see SP 009 467 and 468
EDRS Price MF-$0.76 HC-$8.24 Plus Postage

Descriptors—Abstracts, *Annotated Bibliographies, Curriculum, Job Satisfaction, *Personal Values, *Role Perception, Teacher Aides, *Teacher Attitudes, *Teacher Characteristics, Teachers, Work Environment

This bibliobraphy is comprised of annotations of 142 selected research articles and reports, on topics relating to factors which influence teachers' perception and fulfillment of their professional role, which have appeared in the literature from 1968 to 1972. Items relating to factors such as organizational climate, curriculum, job satisfaction, and teacher aides are included. The entries are numbered and are arranged alphabetically by author in the body of the bibliography. Code letters identify descriptor categories by which each item is classified. A listing of items by descriptor category follows the annotations. (Author)

ED 111 779 SP 009 471

Oliver, John , Comp.

Survey of Teachers' Salaries in U.S. Public School Systems with Statistical Appendix.

American Federation of Teachers, Washington, D.C.

Pub Date Mar 75

Note—66p.

Available from—Order Department, American Federation of Teachers, AFL-CIO, 1012 14th Street, N.W., Washington, D.C. 20005 (Item No. 84; $2.50 for Nonmembers, $1.00 for members)

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—*Elementary School Teachers, Elementary Secondary Education, Salary Differentials, *Secondary School Teachers, *Statistical Surveys, *Tables (Data), Teacher Employment, *Teacher Salaries

This survey of salary schedules for classroom teachers (elementary and secondary), is primarily a listing of the 1974-75 salary schedules of more than 880 school systems. It also provides a statistical appendix which includes tables showing salaries for college graduates, comparative average annual salaries of professional occupations, cost-of-living and family budget information, and AFT vs NEA salaries. The data presented reveal that this year's average salary increase again failed to keep pace with inflation. The survey also shows that beginning salaries for teachers with bachelor's and master's degrees increased by about 6 per cent over the previous year. In addition, a marked reversal of the narrowing differential between starting salaries in public school teaching and private industry is indicated. (BD)

ED 111 780 SP 009 472

Bulcock, Jeffrey W. And Others

Women Teachers in Newfoundland and Labrador 1972: A Statistical Description.

Memorial Univ., St. John's (Newfoundland). Faculty of Education.

Pub Date Jan 73

Note—158p.

EDRS Price MF-$0.76 HC-$8.24 Plus Postage

Descriptors—Foreign Countries, Job Satisfaction, *Questionnaires, *Statistical Analysis, Surveys, *Teacher Attitudes, *Teacher Characteristics, Teacher Salaries, *Women Teachers

Identifiers—Canada, *Newfoundland (Labrador)

This statistical survey of women teachers in Newfoundland and Labrador was financed by the Faculty of Education at Memorial University and was carried out under the auspices of the Department of Education. A 17 page questionnaire was mailed to a provincial sample of women teachers who were teaching during the 1971-72 school year. It was designed to elicit a wide range of information on biographic and demographic characteristics, career development and satisfaction, professional interests and attitudes, and economic consideration. This report is the first in Canada to present descriptive information of women teachers both comprehensive in scope and generalizable to a provincial population. It is intended that the data on which this normative report is based will be used for a series of analytical studies on such questions as (1) determinants of professional and community involvements of women teachers, (2) factors affecting women teachers' support of militant professionalism, (3) determinants of the probability of women teachers making permanent careers in teaching, (4) analysis of the work satisfaction of women teachers, and (5) women teachers' attitudes toward their professional training. The body of the report presents the data collected in 31 statistical tables. Appendixes are attached which include the questionnaire, a guide for assistance in completing the questionnaire, and followup letters. (BD)

ED 111 781 SP 009 473

Goddu, Roland

An Introductory Handbook for Developing Community and School Partnership.

New England Program in Teacher Education, Durham, N.H.

Pub Date Jul 75

Note—106p.

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors—Change Agents, Group Behavior, *Group Experience, Models, *Program Development, *School Community Cooperation, *School Community Programs, *School Community Relationship

This handbook is intended to provide local school personnel, teachers, and parents with guidelines for developing a partnership for improved programs. It is divided into seven sections. Section 1 discusses the range of concepts in school-community partnerships. This section, as well as the next two sections, includes rating scales, worksheets, and items for discussion. Section 2 presents models for group involvement, and models for program development are discussed in section 3. The next section contains examples of forms to be used in monitoring and evaluation of the program. Selected references are listed in section 5, and section 6 is an example of a test to measure behavior of persons in groups. The final section describes the processes a change agent must complete to effect innovation. (RC)

ED 111 782 SP 009 474

Goddu, Roland

An Introduction to Simplified Performance Management Approaches. Report No. 98.

New England Program in Teacher Education, Durham, N.H.

Pub Date Jul 75

Note—91p.

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—Adoption (Ideas), Educational Innovation, *Management by Objectives, *Management Systems, *Objectives, Principals, *Supervision, *Systems Approach

Identifiers—*Teacher Corps

This guide to simplified performance management approaches contains five sections. The first section, entitled "Simple Techniques for Managing an Innovation," is written from the viewpoint of a principal as manager. It describes how to manage an innovation, develop an objective, allocate resources for the innovation, keep organized records, and assess the program. There are many worksheets and charts included in this section. The second section is a discussion of the origins and the current state of management by objectives. The next section tells project directors how to implement a management and supervision by results approach, and how to evaluate the outcomes. This section also includes charts and worksheets. Innovation adoption is the subject of the next section. It is entirely composed of charts and forms to be completed. The final section is an introductory workbook to management by objectives for Department of Education personnel. It is divided into an introduction, an overview of management by objectives, a description of how to develop an objective, and a description of how to use objectives to manage activity. There are also several worksheets and charts in this section. (RC)

ED 111 783 SP 009 475

Goddu, Roland

Organization Patterns and Decision Making Patterns in Teacher Corps Projects.

New England Program in Teacher Education, Durham, N.H.

Pub Date Jul 75

Note—24p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Community Coordinators, *Decision Making, *Decision Making Skills, *Educational Programs, *Organization, Workbooks

Identifiers—*Teacher Corps

This guide to organization and decision making patterns in a Teacher Corps project is in the form of a workbook. It contains several forms and worksheets to be completed. There is a discussion of decision making patterns and a review of decision making skills. It is stated that to make good decisions, one needs skills to (1) identify the persons involved; (2) identify how those persons make decisions; and (3) identify if, when, and how a decision is made. There is an appendix containing the Teacher Corps definition of the community coordinator role. (RC)

ED 111 784 SP 009 476

Goddu, Roland

A Guide to Improving Skills of Teachers in: (a) Team Building, (b) Team Operations, (c) Team Planning, (d) Team Evaluation.

New England Program in Teacher Education, Durham, N.H.

Pub Date Aug 75

Note—25p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Evaluation Needs, Inservice Teacher Education, Open Plan Schools, Program Development, Teacher Developed Materials, *Teaching Methods, Teaching Skills, *Team Teaching, *Team Training, *Teamwork, *Training Techniques

This guide is a product of two teams of teachers who worked together to develop teaming techniques for open space schools. The purpose of the guide is to outline suggested steps to follow as various team teaching possibilities are implemented. The guide is organized in the following sections: (1) team building, (2) team operations, (3) team planning, and (4) team evaluation. The first section states that after the individuals have been grouped for teaming there exists a series of steps necessary for the continuing process of building the team and maintaining its effectiveness. The steps are then listed along with decisions the team must make. The second section lists the policies and rules to be considered when a group is establishing its operational framework. The section on planning discusses the process involved in assessment of students needs, and presents steps and procedures to meet these needs. The final section states that evaluation is the key to the successful operation of any team. Several evaluation forms are included as examples of the different ways of evaluating teams. (RC)

ED 111 785 SP 009 477

Gibbs, Gloria S.

Implications of Learning Theory in a Systems Approach to Supervision.

Note—22p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Autoinstructional Aids, Individualized Instruction, *Instructional Design, Performance Criteria, Practicums, *Practicum Supervision, *Student Teachers, *Student Teaching, *Systems Approach, Teaching Skills

This report presents the results of a curriculum project which produced an instructional design for field supervision. The primary objective was to operationalize the "systems approach" to field supervision by showing how the theory/practice synthesis, learning theory, and variation of newer instructional designs could be used in the student teaching practicum at the University of Illinois, Chicago Circle Campus. The instructional design, placed in the context of learning theory, consists of nine components and a flow chart model depicting the components and their relationships in achieving objectives applicable to a specific skill(s) or concept needed by the student teacher. Included in the report are guidelines for developing a self-instructional package (SIP) focusing on a specific skill or concept needing mastering by the student teacher. The concomitant use of the SIP based on this instructional design in a learning/teaching classroom setting is intended to (1) provide self-paced, individualized learning for the student teacher; and (2) provide systematic feedback and evaluation of the student teacher's performance by both the classroom cooperating teacher and the college supervisor. A self-instructional package, with self-contained units, developed within the framework of a nine-component instructional system is currently being used to help students acquire specific skills associated with the open classroom concept. (Author)

ED 111 786 88 SP 009 478
Wolpert, Edward M. Schroeder, Thomas S.
End-Of-Year Report Switzerland County-School Corporation: Learning Tutors Offer Instructional Assistance. Program Description and Evaluation.
Office of Education (DHEW), Washington, D.C.; Switzerland County School Corp., Vevay, Ind.
Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.
Pub Date 30 Jun 75
Note—25p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Cross Age Teaching, *Elementary Education, *Elementary School Students, *High School Students, Individual Instruction, Individualized Programs, Reading, Remedial Instruction, Remedial Reading, Social Experience, *Tutorial Programs, Tutoring, Tutors
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III
The major goal of the "Learning Tutors Offer Instructional Assistance" project was to effect positive academic, social, and attitudinal changes in the participant. The participants included high school tutors and elementary school tutees who met and worked together on a daily basis. The activities for the tutorial sessions were decided upon cooperatively by the tutor and the tutee's teacher. The sessions took place at "Tutor Stations" which were located in the hallways of the elementary school, in quiet corners of some classrooms, or in unused rooms. To implement the program a preschool training program was conducted to permit the involved staff to develop the tutoring program. Tutoring kits were completed that contained instructional materials and progress charts. Tutors were then trained by the elementary teachers. The tutors were evaluated on the basis of interviews with their parents, their teachers, the tutee's teacher, and the tutors themselves. The experience may have helped to maintain the tutor's academic growth and did enhance their desirable personal qualities. Evaluation of the tutees was conducted by interviews with their parents, their teachers, their peers, and the tutees themselves. The tutees made very satisfactory progress with regard to their personal development and academic performance. (RC)

ED 111 787 SP 009 479
Harkness, Harvey And Others
New Hampshire Staff Development Handbooks: 1, 2, 3. Report No. 74.
New England Program in Teacher Education, Durham, N.H.
Pub Date Sep 74
Note—156p.
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—*Developmental Programs, *Directories, Educational Resources, Guidelines, *Manuals, *Resource Guides, *Staff Improvement, Staff Orientation
Identifiers—*New Hampshire
This handbook/catalogue is divided into three parts, the first of which is entitled "Handbook for Staff Development," and was written for those new to New Hampshire, the education profession, or the concept of staff development. It contains background information, philosophy, and procedures on staff development; it seeks to encapsulate the conceptual origin of staff development and explain its philosophy as it affects the individual staff member and local supervisory union/district. It explains how staff development is organized within the district and how it can be implemented and evaluated, and offers sources of information available to local districts. Part 2 is a list of the names, titles, addresses, and telephone numbers of educational resource people. These are listed alphabetically by subject area and include 75 subjects such as activity-centered classrooms, administration, adult education, arts and crafts, behavior, career counseling, communication skills, curriculum, day care, ERIC, health, library services, news media, physical education, and vocational counseling. Part 3 of this handbook/catalogue is a directory of external resources, and includes listings on (1) arts resources; (2) boat cruises; (3) educational resources; (4) historic resources; (5) organizational and state agency resources; (6) places of interest; and (7) science centers. The entries consist of the name, address, and telephone numbers of the place or organization, and sometimes an annotation. (BD)

ED 111 788 SP 009 480
Roe, William H. LaConte, Christine
Teacher Education in Connecticut Still an Urgent Matter.
Connecticut Univ., Storrs.
Pub Date Apr 75
Note—19p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Cultural Differences, Day Care Services, Experimental Programs, Handicapped Children, Individualized Instruction, Inner City, Junior High School Students, Open Education, Performance Criteria, *Pilot Projects, *Practicums, State Action, *Student Teaching, *Teacher Education
Identifiers—*Connecticut
This report describes 11 pilot projects which were initiated by the Connecticut Joint Teacher Education Committee (JTEC). The JTEC, which was created to administer two Public Acts established in 1968, consists of members of the Commission for Higher Education and members of the State Board of Education. The two Public Acts provide funds to establish pilot projects in teacher education. The JTEC set up an advisory committee representing a variety of interests to stimulate project ideas. The major part of this report is the description of the 11 pilot projects which were accepted for funding. Each project description includes theory, actual experiences, and, in some cases, a survey of the project's effectiveness. The projects concern merging theory and practice, the inner city, language and cultural differences, the handicapped, day care centers, junior high school students, individually guided education programs, the audio-tutorial technique of instruction, open classrooms, affective education in teacher training, and performance objectives. The report recommends that ideas which emerge from these projects be incorporated into the mainstream of teacher education in the state. It then lists those suggestions it feels would result in better teacher education in Connecticut. (MK)

ED 111 789 SP 009 481
Anderson, Edwin R.
Personal Inquiry in the Classroom: An Alternative Approach to Educational Research.
Washington Univ., Seattle. Educational Assessment Center.
Pub Date Aug 75
Note—12p.
Available from—Educational Assessment Center, University of Washington, 1400 Campus Parkway, PB-30, Seattle, Washington 98195 (No price quoted)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Behavioral Objectives, *Classroom Research, Educational Research, *Student Motivation, *Student Teacher Relationship, *Teacher Influence, *Teacher Role, Teaching Methods
A method of individual classroom research is proposed and demonstrated in this paper. Its purpose was to show that by capitalizing on baseline data collected from a similar prior class and focusing treatment on difficult test items, the instructor can develop sensitive within-class designs for the detection of treatment effects. An experiment using written objectives given to students to aid their learning and using the single classroom design shows that objectives significantly improve learning. The experiment was conducted with 54 students in an introductory psychology class at the University of Washington. Students were given lecture objectives but no objectives for the reading assignments for the first four week period. During the second four week period a reversal was made and objectives were given with the reading assignments but not with the lectures. Student performance was measured with multiple choice test questions. In addition to improving learning, the experiment showed that written objectives interact with item difficulty. These results lead to the recommendation that instructors engage in personal inquiry into their efforts to influence student learning and that such inquiry be added to the educational research literature. (Author/BD)

ED 111 790 SP 009 482
Goddu, Roland
Handbook for Supervision of Personnel in Performance Based Management Organizations.
New England Program in Teacher Education, Durham, N.H.
Pub Date Sep 75
Note—21p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Employer Employee Relationship, Guides, *Management by Objectives, *Manuals, *Organizational Development, Personnel Evaluation, *Personnel Management, *Supervision, Supervisors
The purpose of this handbook is to provide some tools for supervision which can help the employer and the employee work out expectations, evaluation, and on-going operations. It is divided into four sections entitled (1) Describing Performance Characteristics, (2) Negotiating Outcomes, (3) Negotiating Procedures, and (4) Recording Performance. The handbook presents materials which make it possible for an employee and a supervisor to negotiate simple written agreements. These materials include examples of a rating scale describing performance characteristics, a performance needs analysis document, pre- and post-negotiations sessions checklists, and quarterly reports. These tools make it possible for human dimension to be identified and supported while providing structures for clarifying and specifying organization objectives, the individual employee's role in supporting these objectives, and the supervisor's task of reporting performance in terms of organization requirements. (BD)

ED 111 791 95 SP 009 483
Hall, Gene E.
The Concerns-Based Adoption Model: A Developmental Conceptualization of the Adoption Process Within Educational Institutions.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Feb 74
Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)
Available from—Communication Services Division, Research and Development Center for Teacher Education, Education Annex 3.205, University of Texas at Austin 78712 ($1.00)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Adoption (Ideas), *Change Agents, *Changing Attitudes, Diffusion, Educational Change, *Educational Innovation, *Models, Transfer of Training
The Concerns-Based Adoption Model (CBAM), a representation of the process by which an educational institution adopts an innovation, views adoption as a developmental process involving complex interaction between an adopting institution, a user system, and a resource system. The resource system is usually a formal organization whose expert knowledge of the innovation is available to the user system. This interaction, called collaborative linkage, is ideally characterized by open communication, which allows the resource system to assess the individual user's needs and concerns, and to select personalized intervention strategies based on this assessment. It is hypothesized that there are different, identifiable stages of concern about, and levels of use of an innovation. The user system's advancement to higher levels of use and concern is a developmental process. The intervention strategies of the resource system are aimed at answering the user's concerns, arousing higher concerns, and thereby advancing the level of use of the innovation. (Author)

ED 111 792 SP 009 484
A Report on the Status of Teacher Evaluation Programs in Connecticut 1974-1975.
Connecticut State Dept. of Education, Hartford.; Connecticut Univ., Storrs. Educational Resources and Development Center.
Pub Date Mar 75
Note—128p.
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—*Educational Legislation, Educational Programs, Evaluation Methods, *State Departments of Education, *Teacher Evaluation
Identifiers—*Connecticut
This progress report on the first year of the Teacher Evaluation Act in Connecticut contains four sections, the first of which provides a broad perspective of the process for implementation of the Act and describes how that process was developed. The second section discusses the forms sent to and completed by the school districts and teacher organizations. These forms concerned how teacher evaluation procedures were

being utilized, how the guidelines for the Act were being met, and what the plans for implementation of the guidelines were. The next section lists a number of general observations regarding the implementation of guidelines for the Act which are drawn from an analysis of the data provided by the forms. The final section lists recommendations based on a review of the findings and observations. Several appendixes are attached which contain the Teacher Evaluation Act and guidelines, progress report forms, and criteria for evaluation of plans. (RC)

ED 111 793 95 **SP 009 486**
Van Fleet, Alanson A.
Structure and Process in Collaboration: Florida's Collaborative Model Project as a Case Study.
Florida Univ., Gainesville. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date May 75
Grant—OEG-0-73-1319(715)
Note—37p.; Best copy available
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Behavior Patterns, *Educational Coordination, *Group Behavior, Group Dynamics, Group Experience, Inservice Teacher Education, *Interaction, Interaction Process Analysis, *Interinstitutional Cooperation, Leadership
Identifiers—*Collaboration
The Collaboration Model Project Council, at the University of Florida, represents an attempt to establish interinstitutional collaboration among (1) a university and two community colleges, (2) three county public school systems, (3) the teachers' associations of three counties, (4) community parents and citizens of three counties, and (5) college students involved in teacher preparation. The purpose of the council is to provide input into decisions made concerning inservice teacher education and staff development. A systematic observational study of the council was undertaken to analyze its operations. Findings revealed that the tempo of the meetings was controlled by the project director, and that patterns of interaction developed among members of the council. These patterns represented regularized exchanges of verbal behavior, sequencing of activity, and the use of space. Leadership of the council was also found in the project director. Next in line were three or four council members who tended to take prominent roles in discussion and decision making. In conjunction with its more general interaction patterns, informal groups made up of those members who interacted regularly apart from the formal setting, formed within the council. It is through these structures and behavior patterns that individual members taught themselves how to fit into the operation of the council. (RC)

ED 111 794 **SP 009 487**
Romano, Francis A. *Spiecker, Joseph*
Educational Media Competencies for Future Secondary School Teachers: A Comparative Study of Views Held by Secondary School Principals and Academicians.
Nova Univ., Fort Lauderdale, Fla.
Pub Date 12 Jul 74
Note—39p.; A practicum presented to Nova University in partial fulfillment of the requirements for the Degree of Doctor of Education (Nova University, July 12, 1974)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Education Courses, Instructional Innovation, *Instructional Media, Practicums, *Questionnaires, Secondary Education, *Secondary School Teachers, Surveys, *Teacher Education, Teaching Skills
The purpose of this study was to obtain evidence that a formal course in educational media should be required of all secondary education students at Trenton State College. In order to obtain this evidence, a questionnaire was sent to 324 public secondary school principals in New Jersey and 220 academicians at Trenton State College. Sixty-eight percent of the principals and thirty-five percent of the academicians surveyed returned the questionnaire. The questionnaire asked the subjects to rate seven educational media competencies according to their importance for secondary school teachers on a scale of 1 to 5. From eight academic approaches listed on the questionnaire, the subjects were also asked to indicate the approach they viewed as best for the development of the seven educational media competencies in secondary school teachers. It was concluded from the findings of this study that secondary school principals and academicians place "great importance" on the seven educational media competencies, and that they view a three-credit introductory course in educational media as the best academic approach for the development of educational media competencies in secondary school teachers. (Author)

ED 111 795 **SP 009 488**
The Student NEA Looks at Accreditation.
National Student Education Association, Washington, D. C.
Pub Date Jul 75
Note—53p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Academic Standards, *Accreditation (Institutions), Educational Change, *Guidelines, Organizations (Groups), Student Evaluation, Student Organizations, Student Participation, *Teacher Certification, *Teacher Education
Identifiers—*Student National Education Association
This booklet is the result of a partnership project between the Student National Education Association (NEA) and the NEA Division of Instruction and Professional Development. It attempts to provide Student NEA members with background information about accreditation and certification in teacher education so that they can take action to make changes in teacher education programs. It provides an understanding of (1) the purpose of accreditation and the organizations involved in accreditation; (2) how these state, regional, and national associations are organized and operate; and (3) how they are interrelated. It also deals with the role of the teaching profession in accreditation, the problems and issues involved in accreditation of teacher education programs, and criticisms of the accreditation process. Finally, it explains how to become involved in organizations concerned with accreditation in order to make changes in teacher preparation programs. (BD)

ED 111 796 **SP 009 489**
Goodlad, John I. *And Others*
A Study of Schooling in the United States. September 1, 1973-August 31, 1979.
Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.; Rockefeller Foundation, New York, N.Y.; Spencer Foundation, Chicago, Ill.
Pub Date 1 Dec 74
Note—67p.; Paper presented at the Annual Meeting of the American Educational Research Association, Symposium on Large Scale Evaluation Efforts (April 1, 1975). Not available in hard copy due to marginal reproducibility of original document
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Affective Behavior, Art Education, Behavior Patterns, Classrooms, *Curriculum, Curriculum Evaluation, Global Approach, *School Community Relationship, *School Environment, *Schools, *Social Systems, Student Teacher Relationship
The purpose of this proposed study is to define and describe what school is, to examine the events that occur within schools and the meaning these events have for those in the school and its community. It will be composed of the following substudies: (1) curriculum, (2) global education, (3) art, (4) affective, (5) social system of the school staff, (6) social system of the classroom, and (7) school-community relations. The general purpose of the curriculum substudy is to determine what "curriculum" is from a variety of perspectives within the sample of schools. The global education substudy will be conducted to see what is being done in the nation's schools to develop a global perspective. The art substudy will attempt to identify existing methods and content of instruction in the arts, and to compare and contrast these with exemplary programs. The affective substudy was created to gather and analyze data which could provide insights into what is actually happening to children affectively in schools. The purpose of the social system of the school staff substudy is to look at the school as a place where adults interact with one another to produce the school setting, while the substudy on the social system of the classroom will investigate the relationship of teacher leadership to pupil productivity, morale, and compliance. Finally, the school-community relations substudy will attempt to characterize the nature of the relationship that exists between the school and its community. (RC)

ED 111 797 **SP 009 490**
Verner, Zenobia Brown, Ed.
Indicators of Competence for Secondary Student Teachers at the University of Houston (Main Campus).
Pub Date 75
Note—25p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Behavioral Objectives, Higher Education, *Performance Based Teacher Education, *Performance Criteria, Performance Factors, Student Behavior, Student Teachers, *Student Teaching, *Teacher Behavior
Identifiers—*University of Houston
This report defines 16 designated program competencies of the University of Houston's competency based teacher preparation program and then lists the indicators of each competency. The indicators are separated into three categories, which include (1) behavior of student teachers before or after class, (2) behavior of student teachers during class, and (3) behavior of students during class. The identification of indicators was deemed necessary to ensure that the teacher preparation program was competency based. (MK)

ED 111 798 **SP 009 491**
Bauchmoyer, Sandra L. *Lefevers, Victoria*
Relationships Between Components of Speed, Accuracy, and Fencing Success.
Pub Date 75
Note—10p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, and Recreation (1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Athletics, Higher Education, Physical Activities, *Physical Education, *Psychomotor Skills, *Skill Analysis
Identifiers—*Fencing
The purpose of this study was to investigate the relationships between three tests which measured specific components of fencing skill and foil fencing success as determined by criterion measures derived from a round-robin tournament. The subjects were 59 women enrolled in four beginning fencing classes taught by the same instructor at the University of Iowa. The data collected included performance on a test of combined reaction-movement time, similar to the parry; a wall target test of accuracy of the thrust with the foil; and a test of speed of the advance-retreat movement. Measures of the fencing success of each subject were obtained from class round-robin tournament results, and two criterion measures were computed. The first measure was based on the touches the fencer made against opponents; the second, on both the touches made against opponents and touches scored on the fencer. Results indicated (1) that speed of the combined reaction-movement time variable had significant negative relationships with the two criterion measures of fencing success, (2) that the two criterion measures were significantly related to each other, and (3) that the wall target accuracy variable had a significant relationship with criterion 1. (Author/BD)

ED 111 799 **SP 009 492**
Johnson, Anne D.
A Handbook Related to Office Counseling Techniques for the College Level Sex Educator.
Pub Date Jun 75
Note—65p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Counseling, Counseling Effectiveness, *Counseling Services, Counselors, Guides, *Higher Education, Psychological Services, *Sex Education, *Therapy
This handbook is designed for use by the college level sex educator who attempts preventative counseling related to sexual dysfunction in an office setting. It contains a brief review of current literature related to coitus among single youth which reveals the sociopsychological context of behavior. This discussion includes incidence of coitus among single adolescents and youth, the physiological revolution, cohabitation of college students, norms and sexual behavior, theories explaining sexual intercourse among single young people, anxiety associated with sexual behavior, and contraceptive behavior among sexually active

youth. The guide then examines the program of Psychological Services at the State University of New York and office counseling techniques of physicians when dealing with such specific sexual problems as orgasmic dysfunction, vaginal constriction, dyspareunia, promiscuity, impotence, and premature ejaculation. It also discusses communication and education related to sex and sexuality as means of improving sexual functioning, as well as presenting models of sex therapy which provide a background for the sex educator in counseling. A reality therapy model of counseling is developed for the educator in treating immediate causes of sexual dysfunction. A bibliography of 64 books is also included. (Author/BD)

ED 111 800 SP 009 493
Essential Criteria for Teacher Preparation Programs.
National Student Education Association, Washington, D. C.
Pub Date Feb 75
Note—15p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Cooperating Teachers, *Criteria, Educational Resources, Field Experience Programs, Methods Courses, Parent Teacher Cooperation, Student Participation, *Teacher Education, *Teacher Education Curriculum, Teacher Evaluation, Teacher Seminars, Teacher Workshops
Identifiers—Student National Education Association
The Student National Education Association (Student NEA) has developed criteria for teacher preparation programs which it feels reinforce current standards, emphasize particular elements within the standards, or generate goals that require the attention or consideration of conditions viewed to be essential to students but not present in all existing programs. The association hopes that these criteria can be first disseminated for use as the established guidelines for state and local chapters of the Student NEA, next as a document for use by administrative/faculty/student units for teacher education on college campuses, and finally as accepted criteria to measure the student dimension by National Council for Accreditation of Teacher Education (NCATE) evaluation teams. This publication presents guidelines and questions for standards in the areas of (1) knowledge/theory/practice, (2) human relations, (3) field experience, (4) parent-teacher relationship, (5) student input, (6) assessment, (7) resources, (8) professionalism, and (9) professional teacher input. (BD)

ED 111 801 95 SP 009 494
Panel Summaries from the National Conference on Studies in Teaching (June 16-20, 1974, Washington, D.C.).
National Inst. of Education (DHEW), Washington, D.C.
Pub Date Dec 74
Note—141p.; For related documents, see SP 009 495-504
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—*Educational Objectives, *Educational Theories, *Instructional Innovation, *Research Methodology, Teacher Behavior, *Teacher Education, *Teacher Recruitment, *Teaching Skills
This volume consists of abridged reports of the 10 panels that participated in a five-day conference in Washington during the summer of 1974. The primary objective of the conferenc was to provide an agenda for further research and development to guide the National Institute of Education in its planning and funding over the next several years. Both by the involvement of some 100 practitioners, administrators, and researchers as panelists, and by the public debate and criticism of the panel reports, the institute aims to create a major role for the practitioner and research communities in determining the direction of government funding. The conference panels were organized around the following major points in the career of a teacher: (1) the teacher's recruitment, selection, and retention (Panel 1); (2) training and performance, as approached from various perspectives (Panels 2-6); and (3) instructional personnel utilization (Panel 7). In addition, several special problem areas for planning and research were covered by another three panels. These were the role of the teacher in new instructional systems (Panel 8), research methodology (Panel 9), and theory development (Panel 10). Within its specific problem area, each panel refined its goal statement, outlined several approaches or overall strategies, identified potential programs within each approach, and outlined illustrative projects so far as this was appropriate and feasible. (Author/BD)

ED 111 802 95 SP 009 495
Gage, N. L., Ed.
NIE Conference on Studies in Teaching; Panel 1, Recruitment, Selection, and Retention.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date Mar 75
Note—53p.; For related documents, see SP 009 494-504
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Educational Research, Effective Teaching, Job Market, Teacher Education, *Teacher Placement, *Teacher Qualifications, *Teacher Recruitment, *Teacher Selection, Teacher Supervision, Teaching, Teaching Skills
The goal of this panel was to recommend research that would identify factors affecting recruitment, selection, and retention of teachers and means of improving these processes. The panel also attempted to plan exemplary research and development activities for devising, validating, and installing methods for improving individuals' and institutions' decisions at critical points in a teacher's career. The panel attempted to relate recruitment, selection, and retention processes to one another and to discuss their interdependency. Much of the discussion centered on the role of research in determining values and priorities which school systems place on possible educational outcomes and how school systems differ in their educational goals. The panel also discussed the effect of the job market on recruitment and selection. The panel formulated six approaches for research and development within the general area of recruitment, selection, and retention which were proposed and considered on the basis of the sequence of activities or decision points in a teaching career. These approaches were concerned with analyzing and improving methods for recruiting teachers and teacher trainees, methods for selecting teacher trainees and teachers, methods for teacher placement and orientation, and the supervision and inservice education of teachers. They also dealt with investigating the relationship of teacher preparation objectives and curriculum to teacher competency and effectiveness, and the decision-making processes underlying position changes in teaching. (BD)

ED 111 803 95 SP 009 496
Gage, N. L., Ed.
NIE Conference on Studies in Teaching; Panel 2, Teaching as Human Interaction.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date Dec 74
Note—58p.; For related documents, see SP 009 494-504
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Classroom Communication, *Educational Research, Effective Teaching, *Human Relations, Interaction, *Interaction Process Analysis, Intergroup Relations, Research Utilization, Student Teacher Relationship, Teacher Education, Teaching, *Teaching Skills
The goal of this panel was to develop the means to improve the reliability, validity, and utility of analyses of human interaction in learning settings. Research on interaction itself, as well as its association with the variables of student learning, student characteristics, setting characteristics, and teacher education were all concerns of this panel. The panel organized its work around needs in teaching as human interaction, and proposed three research approaches based on these needs. The panel's discussion focused on these approaches as well as the organization of specific programs and projects under them. The first approach concerned research on human interaction within education settings, the goal of which was the creation of knowledge and understanding of the process of teacher-pupil and pupil-pupil interactions during teaching and learning. Research on teacher education, which builds on the knowledge developed in research on teaching as human interaction, was the second approach. The third approach dealt with issues of methodology, instrumentation, and professional communications, and focused on the special difficulties of research on teaching as human interaction. Finally, the panel emphasized the need for taking into account the ways in which teachers will adapt research-based knowledge and teaching skills to their own classrooms, students, and styles. Such adaptations will determine the validity and utility of the knowledge to be derived from research on teaching as human interaction. (BD)

ED 111 804 95 SP 009 497
Gage, N. L., Ed.
NIE Conference on Studies in Teaching; Panel 3, Teaching as Behavior Analysis.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date Dec 74
Note—75p.; For related documents, see SP 009 494-504
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Accountability, *Behavioral Objectives, *Behavioral Science Research, *Effective Teaching, *Preservice Education, School Community Programs, *Teacher Education, Teacher Improvement
The goal of this panel was to improve teacher training and teaching effectiveness through applied behavior research in instructional settings. Eight approaches for achieving this goal and for organizing suggested research programs were adopted and discussed. The first of these focused on an increase in the utilization of applied behavior analysis in the preservice education of teachers. The second discussed the development of procedures for installing and maintaining effective teaching and teacher education techniques and systems in new settings. The third approach presented procedures for the development of more effective teacher performance through teacher training, and the development and improvement of existing teacher support systems. The fourth approach concerned the development, through empirical research, of systematic procedures that could be used to define the goals and objectives of educational programs. The development of a community education training program for parents was discussed in the fifth approach. The sixth focused on the development and evaluation of measures of teaching processes and outcomes. The seventh concerned developing and testing methods by which teachers and teacher-training institutions can make themselves more accountable for their performance. The last approach dealt with developing criteria for the funding of educational research which aim to ensure outcomes of direct relevance to teachers in attaining their instructional objectives. (BD)

ED 111 805 95 SP 009 498
Gage, N. L., Ed.
NIE Conference on Studies in Teaching; Panel 4, Teaching as Skill Performance.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date May 75
Note—53p.; For related documents, see SP 009 494-504
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Affective Behavior, *Instructional Improvement, Research Projects, *Skill Analysis, *Skill Development, Teacher Behavior, *Teaching Skills
This panel's goal was to develop the means to improve teachers' ability to perform general and specific skills of teaching within curriculum areas and student development levels. The panel focused on research to improve teacher performance of instructional skills and identified two basic approaches to this research. The first approach dealt with the identification of important teaching skills by (1) utilizing statements drawn from psychological, developmental, and pedagogical theories, as well as theories of subject matter; (2) analyzing observed teacher practice into skill components and showing the relation of these components to educational outcomes; and (3) utilizing reports of teachers and other persons concerning what they believed to be important teaching skills. The second approach dealt with the identification of training and validation procedures which demonstrate how teaching skills are related to educational outcomes. This approach looked at (1) the transferability of skills, (2) the school conditions needed to optimize maintenance of important skills, (3) the development of measures to define the effectiveness of teaching skills, and (4) the relationship of

skills possessed by individual teachers to educational outcomes. The panel identified specific programs of research and development related to each approach. Each program included descriptions of the criteria for judging the relevance of research projects within the program. (BD)

ED 111 806 95 SP 009 499
Gage, N. L., Ed.
NIE Conference on Studies in Teaching; Panel 5, Teaching as a Linguistic Process in a Cultural Setting.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date Dec 74
Note—42p.; For related documents, see SP 009 494-504
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Applied Linguistics, *Classroom Communication, *Classroom Environment, *Communication Problems, *Communication Skills, Educational Research, Receptive Language, Second Language Learning, Student Teacher Relationship, Teaching

The goal of this panel was to develop the means to improve teachers' work on the basis of improved understanding of linguistic phenomena in school settings. The panel organized its research approaches and programs around ways in which effective communication in the classroom is different from everyday talk to which all children are enculturated, communication problems encountered when the participants come from different cultural backgrounds, and ways in which teachers' work can be improved on the basis of understandings achieved in the above research. From this, the panel formulated the following six approaches in order to meet their goal: (1) determine the rules governing classroom discourse and the relationship between classroom discourse and frame factors in the school; (2) study the acquisition by students of rules for school disclosure; (3) determine ways in which differences in dialect, language style, and interactional norms affect learning in the classroom; (4) describe and analyze patterns of student-teacher communication in order to determine the effect of the social identity of the participants on ways in which teachers overtly and covertly present information; (5) specify the critical components of characteristics of natural communication situations that are necessary for the acquisition of a second language, and that will encourage native language maintenance; and (6) develop and field test materials and procedures to improve teaching, and thereby learning, on the basis of knowledge of linguistic process in classrooms. (BD)

ED 111 807 95 SP 009 500
Gage, N. L., Ed.
NIE Conference on Studies in Teaching; Panel 6, Teaching as Clinical Information Processing.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date Feb 75
Note—65p.; For related documents, see SP 009 494-504
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Educational Research, Instructional Improvement, *Role Perception, *Teacher Attitudes, *Teacher Behavior, *Teacher Characteristics, Teacher Influence, *Teacher Motivation, Teacher Role, Teaching

This panel's goal was to develop an understanding of the mental life of teachers, a research-based conception of the cognitive processes that characterize that mental life, their antecedents, and their consequences for teaching and student performance. Such cognitive processes include perception, expectancies, diagnostic judgment, prescription, and decision-making. Such an understanding can be applied in further research on teacher selection, teacher education, and the development of technological or staffing innovations congruent with ways teachers think and feel. The panel was most concerned with improving understanding of ways in which teachers cope with the demands of classroom life as a basis for the improvement of teaching. The discussion included a conceptual model for clinical information processing in teaching, an examination of the problems of teaching, and an explanation of the rationale for the seven approaches which the panel selected in order to achieve their goal. These seven approaches dealt with (1) the clinical act of teaching; (2) perceptions, attributions, and expectations; (3) cognitive processes in selecting among instructional and organizational alternatives; (4) teacher perceptions of self, role, and teaching; (5) organizational and structural determinants of cognitive functioning in teachers; (6) development of research models; and (7) theory development. (BD)

ED 111 808 95 SP 009 501
Gage, N. L., Ed.
NIE Conference on Studies in Teaching; Panel 7, Instructional Personnel Utilization.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date Aug 75
Note—64p.; For related documents, see SP 009 494-504
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Administrative Organization, Community Influence, *Community Support, *Educational Objectives, Environmental Influences, *Instructional Staff, *School Support, Social Influences, Teachers

The goal of this panel was to generate scientific knowledge on how the organizational, administrative, physical, personal, and social aspects of the classroom, school, district, and community support instructional personnel in reaching educational goals. A matrix was developed using locational variables (within school and outside school) and operational variables (organizational/administrative, physical, and personal/social), to contain and display five "approaches" developed by the panel. The first approach dealt with the ways in which organizational and administrative aspects of the classroom and school can support instructional personnel in attaining educational goals. The second approach was concerned with the ways in which the organizational and administrative aspects of the school district and the community affect educational personnel in reaching educational goals. The third approach was concerned with the effects on staff functioning of the physical environment of the classroom and school. The fourth approach dealt with the ways in which personal and social aspects of the classroom and school aid staff in reaching educational goals. The fifth approach was concerned with similar informal social-personal influences outside the school or classroom context. Within these five approaches, 21 programs were formulated and rated as to their priority. (BD)

ED 111 809 95 SP 009 502
Gage, N. L., Ed.
NIE Conference on Studies in Teaching; Panel 8, Personnel Roles in New Instructional Systems.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jul 75
Note—48p.; For related documents, see SP 009 494-504
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Educational Research, *Instructional Innovation, Instructional Staff, *Instructional Systems, Professional Training, *Staff Role, Teaching

The goal of this panel was to explore the functions and roles of all personnel involved in new instructional systems which bring to bear advances in learning research and instructional technology. Five "approaches" for achieving this goal arose out of a discussion of the many problems involved in the design and implementation of new instructional systems. The first approach involved investigating the characteristics and effects of personnel roles in the new educational systems. The second approach dealt with the training of personnel for research, development, and evaluation technologies. The third approach was concerned with personnel roles in the school sytem that would receive the new system and the structure and strategies by which the new systems could eventually stabilize themselves. The fourth approach is concerned with delineating the roles necessary for the operation of a newly installed system. The fifth and last approach provides for a series of programs aimed at training persons to assume roles in the emerging instructional systems. (BD)

ED 111 810 95 SP 009 503
Gage, N. L., Ed.
NIE Conference on Studies in Teaching; Panel 9, Research Methodology.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date May 75
Note—47p.; For related documents, see SP 009 494-504
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Educational Research, Measurement Techniques, *Research Design, *Research Methodology, *Research Problems, Teaching

This panel's goal was to improve the validity and utility of measurement, design, and analysis in research on teaching through the stimulation of new methodological knowledge and through the identification and translation of useful existing knowledge from other descriptions. This panel tried to identify as many methodological problems as possible which limit the productivity of research on teaching, and then adopted four "approaches" which it believed to be solutions that encompass all the methodological problems of research on teaching. These four approaches were (1) to develop and test new analysis and design strategies appropriate for research on teaching; (2) to increase understanding of existing measurement strategies for research on teaching and, where appropriate, develop new measurement strategies; (3) to identify, demonstrate, and disseminate methodologies from other research disciplines which appear to have merit for research on teaching; and (4) to consider the utility of standards for improving methodological practice in research on teaching. (BD)

ED 111 811 95 SP 009 504
Gage, N. L., Ed.
NIE Conference on Studies in Teaching; Panel 10, Theory Development.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date May 75
Note—48p.; For related documents, see SP 009 494-503
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Educational Research, *Educational Theories, *Learning Theories, *Research Methodology, *Teaching
Identifiers—*Theory Development

The goal of this panel was to advance the development of theory that improves understanding, prediction, and control of phenomena in the teaching process and their antecedents and consequences. The panel concentrated on the ways and means of advancing theory development in general rather than on the substantive problems of theory development in any particular area of research on teaching. Attention was, therefore, focused on four independent mechanisms that seemed to be most potent in attacking the difficulties involved in theory development. These mechanisms became "approaches" under which programs were organized. The first approach called for the establishment of one or more permanent working groups for the comparative analysis, evaluation, and integration of theoretical developments. The second approach dealt with individual programmatic theory development. Within this approach the panel identified four programs that might be supported through five-year renewable grants. In the third approach, the panel was concerned with instruction in theory development. As a final approach, the panel identified a group of individual studies aimed at five specific, delimited needs, both for promoting progress across other approach categories and for dealing with other isolated but critical issues. (BD)

ED 111 812 SP 009 505
Disease Control and Health Education and Promotion, 1975. Hearings Before the Subcommittee on Health of the Committee on Labor and Public Welfare United States Senate Ninety-Fourth Congress.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.
Pub Date May 75
Note—1,306p.
Available from—Publications, Committee on Labor and Public Welfare, Room 4230 Dirksen Senate Office Building, Washington, D.C. 20510 (no price quoted)
Document Not Available from EDRS
Descriptors—Administration, Communicable Diseases, *Disease Control, Diseases, Federal Legislation, *Health, *Health Education, Institutions, Preventive Medicine, *Public Health, *Public Health Legislation

The hearings cover four bills, three of which deal with revision or amendment of the Public

Health Service Act. The fourth concerns (1) the establishment of a National Health Center for Health Education; (2) health education to reduce illness and death, and to moderate self-imposed risks; and (3) consumer health education and preventive medicine. The text of each of the four bills is presented in this report. In addition to the presentation of testimony and supportive documents such as articles, publications, and communications, the document also contains appendixes on disease control, and on health education and promotion. (MK)

ED 111 813 SP 009 506

Survey by NCAA Special Committee on Length of Season.

National Collegiate Athletic Association, Shawnee Mission, Kans.

Pub Date Aug 75

Note—49p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Athletic Programs, *Athletics, Baseball, Comparative Analysis, Golf, *Intercollegiate Programs, *Statistical Surveys, Swimming, Tennis

Identifiers—*National Collegiate Athletic Association

The National Collegiate Athletic Association (NCAA) Special Committee on Length of Season was established to collect data through the use of survey questionnaires from the NCAA membership so that the relationship between the data and the growing concern regarding economy in intercollegiate athletics could be assessed. This report contains the data obtained from the members who responded. The results were tabulated according to team and individual sports, and geographic divisions of NCAA membership. Included in team sports are baseball, basketball, football, ice hockey, lacrosse, soccer, volleyball, and water polo. Included in individual sports are cross country, fencing, golf, gymnastics, skiing, swimming, tennis, indoor track, outdoor track, and wrestling. The data for team sports include items on length of season, preseason practice, in season practice, out-of-season practice, size of squad, and number of coaches. The data for individual sports covers length of season, practice during the year, days away from campus, size of squad, and number of coaches. In addition, general responses for all sports are given concerning length of academic year, and the five sports in the program that demand the most time from the student. (MK)

ED 111 814 SP 009 509

Is MBO the Way to Go? A Teacher's Guide to Management by Objectives.

National Education Association, Washington, D.C.

Pub Date Aug 75

Note—29p.

Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Educational Accountability, Effective Teaching, *Management by Objectives, *Management Systems, Performance Criteria, *Public Schools, Teacher Improvement, *Teacher Responsibility

State and federal educational policy is increasingly directed toward the use of business management techniques to introduce more accountability into the operation of public schools and, in the process, often to hold teachers responsible for objectives over which they have little or no control. This paper examines the concept of Management by Objectives (MBO), its mixed results in the business world, recent trends in management science, and some problems associated with setting objectives for human systems. Such concerns are related to basic differences between the educational and the industrial sectors of society, and it is concluded that business management techniques such as MBO are usually inappropriate at the instructional level with teachers and students. When MBO becomes immersed in the instructional process as a rigid mixture of behaviorism and business management, it becomes increasingly difficult for teachers to discover and nurture creativity. MBO stresses conformity and lock-step learning and discourages deviation from established objectives. Although there is little supporting evidence, MBO may be used to improve the administration of a total educational enterprise provided the unique differences between a school and a business are anticipated. (The paper includes suggested positions and strategy for local teacher associations.) (Author)

ED 111 815 SP 009 510

Clark, David L.

Federal Policy in Educational Research and Development. Occasional Paper No. 5.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date 1 Aug 74

Note—17p.

Available from—Center for Vocational Education, Ohio State University, Columbus, Ohio 43210 (No price quoted)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Educational Development, *Educational Legislation, *Educational Policy, *Educational Research, Federal Government, *Federal Legislation, Financial Policy

In 1867, a bill was passed by Congress establishing a department of education. The appropriations for the department were reduced almost immediately, and the status of the agency was undercut by reassigning it as an office in the Department of Interior. From 1867 to 1954, the United States Office of Education (USOE) and the federal government were bystanders in the field of educational research. The first breakthrough in federal policy toward educational research and development (R and D) came with the passage of the Cooperative Research Act in 1954. This Act authorized the commissioner of education to enter into "contracts or jointly financed cooperative arrangements with universities and colleges and state educational agencies for the conduct of research, surveys, and demonstrations in the field of education." In 1965, a second major breakthrough in educational R and D occurred with the passage of the Elementary and Secondary Education Act. The new programs brought about by the Act typified the expansionist mood of the 1960's. It was within this mood that the National Institute of Education (NIE) was established to coordinate the government's investment in R and D. Today the policy of the federal government is more comprehensive, vigorous, and supportive than any previous policy or combination of policies have been. However, there is considerable doubt about and dissatisfaction with the federal dollar investment in educational R and D in both the executive and legislative branches of the government. (Lecture questions and answers are included.) (RC)

ED 111 816 SP 009 512

Hennessy, Peter H.

Teacher Militancy. A Comparative Study of Ontario, Quebec and New York Teachers, 1975.

Canadian Teachers' Federation, Ottawa (Ontario).

Report No—C-75304

Pub Date Jul 75

Note—86p.

Available from—Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, Ontario K2P1B4 (no price quoted)

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—Collective Bargaining, *Professional Recognition, Surveys, *Teacher Administrator Relationship, *Teacher Associations, Teacher Attitudes, Teacher Behavior, *Teacher Militancy, *Teacher Strikes

This research report on teacher militancy, published by the Canadian Teachers' Federation, seeks to ascertain the extent to which various groups of teachers are prepared to adopt militant bargaining strategies, and to identify factors which may contribute to the development of militant attitudes. The report first broadly defines militancy among teachers as "aggressive behavior and conflict-oriented strategies in (teachers') collective contacts with the centers of power and authority in education." It then goes on to discuss the problem of analyzing and describing teacher militancy in relation to several traditionally important characteristics of a professional organization, including autonomy, public commitment, personal responsibility, and suitable recognition of members' achievements. The report also discusses and considers professionalism among teachers. The major part of the report explains and discusses the structure and method of the study. The section wich deals with the results of the study contains a discussion of the original hypotheses and a general analysis of the results. The concluding observations presented and discussed stated that (1) the great majority of teachers prefer nonmilitant methods; (2) the perceived needs of the teachers focus on their professional autonomy and the recognition they receive as persons; and (3) self-fulfillment is the key to the new professionalism that is emerging. Appendixes are attached which contain comments from responding teachers, the questionnaire, and the mechanics of the survey. (BD)

ED 111 817 SP 009 513

Directory of Approved Programs in California Colleges and Universities for the Preparation of Teachers in Accordance with the Interstate Agreement on Qualifications of Educational Personnel.

California State Commission for Teacher Preparation and Licensing, Sacramento.

Pub Date Jul 75

Note—198p.

EDRS Price MF-$0.76 HC-$9.51 Plus Postage

Descriptors—Colleges, *Credentials, *Directories, *Guides, *Teacher Certification, Teacher Education, *Teaching Programs, Universities

Identifiers—*California

This directory is intended to provide general information on California requirements for teaching credentials. It serves as a source of information on institutions for individuals planning a program leading to a teaching credential and for out-of-state teachers who wish to apply for a California credential. The introduction to the directory contains an explanation of the Ryan Act (The Teacher Preparation and Licensing Law of 1970), of authorized teaching credentials, of teacher preparation and credentials not included withn the Ryan Act, and a list of addresses and phone numbers for California preparation institutions. The body of the directory contains two sections dealing with approved institutional programs. The first section includes credentials programs approved under the Ryan Act. This section contains charts arranged alphabetically by institution showing both approved professional preparation programs and approved subject matter programs. In the second section, all of the programs approved under the Fisher Act are listed alphabetically by institution. Approved programs (standard elementary, standard secondary, standard early childhood teaching, etc.) and the subject majors and minors offered in each program are listed under each institution. The information contained in this directory is accurate as of July 1, 1975 and will be revised and updated annually. (BD)

ED 111 818 SP 009 514

Pyatte, Jeff A.

Protocol Materials: A New Answer to an Old Problem?

Pub Date [74]

Note—13p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Audiovisual Instruction, *Behavioral Objectives, Effective Teaching, *Protocol Materials, *Teacher Behavior, *Teacher Education, *Teaching Skills, Video Tape Recordings

Protocol materials are defined as records of human behavior in either (1) unaffected or (2) selected or simulated situations. In the first definition, instruction is centered on the results of an analysis of the situation. In the second, theoretical elements provide the basis for selecting or simulating the situation. In either case, the protocol material is the major source of information for thought. The use of protocol materials is based on at least five assumptions centered around the skills which protocol materials are designed to produce in teachers. These skills are observation, diagnosis, analysis, interpretation, and theory construction. Assumption 1 is that when decisions are based on these skills teaching will be more effective. Assumption 2 is that if decisions are not based on these skills, teaching will be less effective. Assumption 3 is that hierarchical sequences of these skills can be developed and presented during instruction which will cause the learner to move from knowledge to theory-based application. Assumption 4 is that protocol materials will give the teacher a better understanding of theory. Assumption 5 is that teaching is an activity which can be subjected to careful analysis. (For each of these assumptions, one or two tasks essential to testing are mentioned.) (MK)

ED 111 819 SP 009 515
Pounds, Elenore T. Richmond, Julius B.
Drugs and Your Safety.
Pub Date 73
Note—32p.
Available from—Scott Foresman and Company, 1900 E. Lake Avenue, Glenview, Illinois 60025 (No price quoted)
Document Not Available from EDRS
Descriptors—*Children, *Drug Abuse, *Drug Education, *Health Education, *Primary Education, Safety, Self Care Skills
This booklet concerning drugs and personal safety was written for children 6 to 8 years old. It raises issues in the use of drugs by first posing questions and then discussing the answers. Numerous photographs are used to illustrate each of the ideas discussed. The booklet defines drugs and explains how they can be both harmful and helpful. It also discusses taking drugs offered by other people, taking drugs without the help of an adult, sniffing glue, and taking drugs on a dare. The booklet contains questions at the end to test the child's knowledge of the material presented. It also includes a list of important ideas discussed and reading suggestions for teachers and parents. (MK)

ED 111 820 SP 009 516
Pounds, Elenore T. Tillotson, Joan S.
Moving, Moving, Moving About.
Pub Date 73
Note—32p.
Available from—Scott Foresman and Company, 1900 E. Lake Avenue, Glenview, Illinois 60025 (No price quoted)
Document Not Available from EDRS
Descriptors—*Education, *Elementary Education, *Health Education, *Motion, *Physical Education, Running
Identifiers—*Movement Education
The topic of this book is movement education. The book encourages children to explore and use such basic movements as walking, running, jumping, hopping, bending, and stretching. The children are asked to do the various movements in as many ways as possible. Poems about jumping, hopping, and dancing are included to encourage the children to move to the rhythms. There is a section for teachers and parents that discusses the book and gives additional activities for the children to do. (RC)

ED 111 821 SP 009 517
Pounds, Elenore T. And Others
Safety for Teen-Agers.
Pub Date 73
Note—48p.
Available from—Scott Foresman and Company, 1900 E. Lake Avenue, Glenview, Illinois 60025 (No price quoted)
Document Not Available from EDRS
Descriptors—*Accident Prevention, Driver Education, *First Aid, Health Education, *Safety, *Safety Education, *Teenagers, Traffic Accidents
This booklet is designed for teenage students and discusses safety and first aid. The first part of the booklet covers safety instruction, causes of accidents, what it means to be safety-minded, and discusses experimental safe-car design and testing programs. The second part presents basic descriptions for first aid treatment of common injuries and what to do in various emergency situations. This part also includes things to discuss and do, suggestions for special research, and a summary of safety rules. Resource materials, selected behavioral objectives, and page notes are included for the teacher's reference and use. (MK)

ED 111 822 SP 009 518
Jenkins, Gladys Gardner And Others
A Healthy Personality for You.
Pub Date 73
Note—72p.
Available from—Scott, Foresman and Company, 1900 E. Lake Avenue, Glenview, Illinois 60025 (No price quoted)
Document Not Available from EDRS
Descriptors—Emotional Response, *Health Education, *Human Relations, *Personality, *Personality Development, Self Concept, *Social Behavior, Social Relations, Teenagers
This booklet is divided into two parts. Part 1 discusses how personality and emotions affect one another and how one can cope with strong emotions. It also deals with how to get along with others and questions young people often ask concerning personality and emotions. Part 2 discusses human relations and how to improve relationships with others. It also covers human behavior and ways of dealing with problems. Both parts 1 and 2 include lists of things to discuss and do, suggestions for special research, and a test on the material covered. Resource materials, selected behavioral objectives, and page notes are included for teachers using this booklet. (RC)

ED 111 823 SP 009 519
Harrelson, Orvis A. And Others
Consumer Health.
Pub Date 73
Note—48p.
Available from—Scott, Foresman and Company, 1900 E. Lake Avenue, Glenview, Illinois 60025 (No price quoted)
Document Not Available from EDRS
Descriptors—*Consumer Education, *Family Health, Health, *Health Education, Marketing, Medicine, *Merchandise Information, *Purchasing, Teenagers
Identifiers—*Quackery
This guide to consumer health contains two parts, the first of which covers consumerism, cosmetics (aids for skin problems, dandruff, deodorants, dentifrices), food shopping, and clothes shopping. Part 2 discusses health quackery, including arthritis quackery, and mail-order "doctoring", food quackery, weight-reducing products, and how to recognize health quackery. It also deals with over-the-counter drugs, choosing a doctor, and food fallacies. Both parts 1 and 2 include lists of things to discuss and do, suggestions for special research, and a test on the material covered. Resource materials, behavioral objectives, and page notes are included for teachers using this guide. (MK)

ED 111 824 SP 009 520
Harrelson, Orvis A. And Others
Sleep, Exercise, and Nutrition.
Pub Date 73
Note—64p.
Available from—Scott, Foresman and Company, 1900 E. Lake Avenue, Glenview, Illinois 60025 (No price quoted)
Document Not Available from EDRS
Descriptors—Eating Habits, Elementary Secondary Education, *Exercise (Physiology), *Food, Health, Hunger, *Nutrition, Physical Activities, *Physical Fitness, *Sleep
Identifiers—Malnutrition
The first part of th's booklet concerns why sleep and exercise are necessary. It includes a discussion of what occurs during sleep and what dreams are. It also deals with the benefits of exercise, fatigue, posture, and the correlation between exercise and personality. The second part concerns nutrition and the importance of food. This part covers making food decisions and general topics concerning nutrition such as losing or gaining weight, emotions and their effect on appetite, miracle foods, tooth decay, world nutrition, and jobs in nutrition. Both parts 1 and 2 contain lists of things to discuss and do, suggestions for special research, and a test on the material covered. Resource materials, selected behavioral objectives, and page notes are included for the teacher. (MK)

ED 111 825 SP 009 521
Carl, Michael E.
A Performance Based Model for Training Paraprofessionals in a Teacher-Aide's Role.
Portland State Univ., Oreg. School of Education.
Pub Date Jul 75
Note—57p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Behavioral Objectives, Educational Programs, *Paraprofessional School Personnel, *Performance Based Education, *Performance Criteria, *Teacher Aides, Teaching Skills
This guide is a performance-based model for preparing paraprofessionals in a teacher-aide's role. It focuses on the knowledge, skills, and attitudes necessary for a teacher-aide to support a teacher's program and facilitate pupil learning. The approach presented here suggests that the effective teacher-aide has competence in the broad areas of (1) human relations, (2) instructional activities, (3) noninstructional activities, and (4) basic skills. Each of these components contains subcomponents, functions, and competencies. The basic skills component includes the subcomponents reading and mathematics. Suggested evaluation activities and sample evaluation criteria are identified for each competency. (Author)

ED 111 826 SP 009 523
Allegrante, John P. And Others
A Multivariate Analysis of Selected Psychosocial Variables on the Development of Subsequent Youth Smoking Behavior.
Spons Agency—Public Health Service (DHEW), Washington, D.C.
Pub Date 10 Oct 75
Note—24p.; Paper presented before the Research Council at the Annual Meeting of the American School Health Association (49th, Denver, Colorado, October 10, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Grade 7, *Health, *Health Education, *Smoking, *Social Behavior, *Students, Surveys, Tobacco
The purpose of this study was to identify and analyze interaction effects of selected psychosocial variables on the development of subsequent smoking behavior among youth who had originally identified themselves on a survey as never having smoked. The subjects were seventh grade students who had participated in a total of three surveys over a two year period. At the end of the two year study period, the subjects identified themselves according to their present smoking behavior as either a smoker, ex-smoker, or never smoked. The psychosocial independent variables analyzed were (1) future educational plans, (2) organized school athletic team participation, (3) time spent per week in extracurricular school group activities, (4) parental smoking behavior, (5) peer smoking behavior, (6) whether or not any relatives or friends had died of lung cancer, (7) knowledge of the Surgeon General's Report on Smoking, (8) students' own perceived future smoking behavior, and (9) parental attitude toward smoking as perceived by students. The data were analyzed by sex. Findings suggested that the interaction effects of several psychosocial variables are indicative of subsequent smoking behavior among youth. (Author/RC)

ED 111 827 SP 009 524
Albertson, Roxanne M.
Physical Education in New England Schools and Academies from 1789 to 1860: Concepts and Practices.
Note—6p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Athletic Programs, Calisthenics, Educational Development, *Educational History, Exercise (Physiology), Military Training, *Physical Education, *Physical Fitness, *Physical Recreation Programs, Private Schools, Public Schools
Identifiers—New England
This study traces the major programs and factors which contributed to the development of physical education in New England schools and academies between 1789 and 1860. First, the major types of physical exercise programs and the schools in which these programs operated are presented. Types of exercise programs identified include military training and exercise, gymnastics, manual training, domestic economy, calisthenics, and sports and games. Second, the major factors identified as influencing the development of physical education in New England between 1789 and 1860 are listed. They include the following: (1) concern for the health of students, (2) major contributions toward the implementation of physical education by such educators as Horace Mann, (3) influence exerted by school leaders to bring about school reforms including reforms in physical education, and (4) the inclusion, in public schools, of physical exercise programs that had been previously used in academies and private schools. In conclusion, the author states that the time period between 1789 and 1860 was one of testing various physical exercise programs as a means of providing for the healthful physical development of students, and that many of the present day physical education concepts and activities can be traced to those begun in New England during this time. (MK)

TM

ED 111 828 TM 004 299
Mayeske, George W. Beaton, Albert E., Jr.
Reverse Commonality and Some Illustrative Applications.
Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Pub Date Aug 74
Note—45p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Algorithms, Computer Programs, *Correlation, Mathematical Applications, *Matrices, Measurement Techniques, *Multiple Regression Analysis, Predictor Variables, Statistical Analysis, *Transformations (Mathematics)
Identifiers—*Commonality, Reverse Commonality
The results of an algorithm which is designed to take a set of commonality coefficients, either real or manipulated, and, if possible, produce one or more sets of regressor correlations that are consistent with them are examined. A number of different ways of resolving the higher order commonality values into their lower orders were tried and the number and nature of solutions generated from them were examined for their meaningfulness and variability. In general it was found that this could be a meaningful exercise because it allows an analyst to test his assumptions about the nature of the confounding to see if a solution can be obtained. If one cannot be obtained then his assumptions must be revised. But if one can be obtained, then he can examine them to see which kinds of variables have the greatest sensitivity to the assumptions. The resulting output also allows one to gauge the variability of regression coefficients that will satisfy the same set of commonality values and the effectiveness of the regression system. This technique called "Reverse Commonality" is best suited for an interactive computing arrangement so that an analyst can use it rapidly in a sequential manner. Since, for a large number of variables the sheer volume of commonality values become unmanageable and, since a number of different ways are available for resolving the confounding, an algorithm is needed which uniquely resolves the higher order values according to one's assumptions. (Author/DEP)

ED 111 829 TM 004 300
Beaton, Albert E., Jr.
Commonality.
Pub Date 2 Mar 73
Note—53p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Algorithms, *Computer Programs, *Correlation, Data Analysis, *Factor Structure, Mathematical Applications, Matrices, *Multiple Regression Analysis, Prediction, Predictor Variables, Statistical Analysis
Identifiers—*Commonality
Commonality analysis is an attempt to understand the relative predictive power of the regressor variables, both individually and in combination. The squared multiple correlation is broken up into elements assigned to each individual regressor and to each possible combination of regressors. The elements have the property that the appropriate sums not only add to squared multiple correlations with all regressors, but also to the squared multiple correlation of any subset of variables, including the simple correlations. Commonality analysis may be used as a procedure to guide a stepwise regression. Commonality analysis does not tell us anything that cannot be deduced from a table of squared multiple correlations. However, commonality analysis does help us make comparisons in an organized manner. The purpose of this paper is to explore commonality procedures, to develop its properties, and to present a multivariate generalization for the explorations of commonality in a situation where there is more than one regressor. A new computer-oriented algorithm is also presented. (Author/BJG)

ED 111 830 95 TM 004 792
Montgomery, John D. And Others
Staff Development, Manual III: Home, Parent/Child Stimulation. The Marshalltown Project.
Marshall-Poweshiek Joint County School System, Marshalltown, Iowa. Dept. of Special Education.
Spons Agency—Iowa State Dept. of Public Instruction, Des Moines.; Office of Education (DHEW), Washington, D.C.
Note—212p.; For related documents, see ED 079 917, 918, 919, 920, 921 and 922
EDRS Price MF-$0.76 HC-$10.78 Plus Postage
Descriptors—Behavioral Objectives, Child Development, *Compensatory Education Programs, Diagnostic Teaching, Disadvantaged Youth, *Early Childhood Education, Handicapped Children, *Home Instruction, Infancy, *Instructional Staff, Language Development, Motor Development, Parent Education, Parent Role, *Project Training Methods, Social Development, Staff Orientation, Teaching Guides
Identifiers—*Iowa (Marshalltown)
The Marshalltown project was created to facilitate individualized prescriptive teaching of preschool handicapped and educationally deprived children at home based upon results of the Marshalltown Behavioral Development Profile. This staff development manual aids in the identification of the skills and knowledge necessary for the home staff to function effectively with the training staff, parents, and children in the home setting. Three training stages, or sequences are emphasized. Stage I consists of familiarizing staff with program goals, philosophy, and techniques. Opportunity is provided for intensive practice in use of curriculum. Stage II consists of on job training. Stage III is an inservice stage concerning transition from a totally structured school experience to home visits accompanied by senior staff members. The manual contains a day by day training format procedure. (DEP)

ED 111 831 TM 004 793
Shoemaker, David M.
A Fortran IV Program for Estimating Parameters through Multiple Matrix Sampling with Standard Errors of Estimate Approximated by the Jackknife.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No—SWRL-TN-3-72-12
Pub Date 30 May 72
Note—48p.; Not available in hard copy due to marginal legibility of original document; For related documents, see TM 004 794 and 816
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Computer Oriented Programs, *Computer Programs, Error Patterns, *Item Sampling, *Matrices, *Standard Error of Measurement, Statistical Analysis, *Statistical Bias, Test Reliability
Identifiers—Fortran IV, *Jackknife, Multiple Matrix Sampling
Described and listed herein with concomitant sample input and output is the Fortran IV program which estimates parameters and standard errors of estimate per parameters for parameters estimated through multiple matrix sampling. The specific program is an improved and expanded version of an earlier version. (Author/BJG)

ED 111 832 TM 004 799
Roeber, Edward D. Huyser, Robert J.
Michigan Educational Assessment Program: Grade 10 Limited Pilot Project.
Michigan State Dept. of Education, Lansing. Research, Evaluation, and Assessment Services.
Pub Date [75]
Note—12p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Educational Assessment, Educational Objectives, *Grade 10, Mathematics, *Pilot Projects, Pretests, Reading Tests, Secondary Education, *State Programs, *Testing
Identifiers—*Michigan Educational Assessment Program
The purpose of the tenth grade limited pilot project of the 1975-76 Michigan Educational Assessment Program is to perfect instruments, testing, and reporting procedures for a future statewide assessment at the tenth grade level. The development of assessment materials for the grade ten assessment program began with the selection of performance objectives to be measured; the 25 reading performance objectives from the Communication Skills booklet were selected for use in item writing, and the Mathematics objectives were drawn up by representatives of the Michigan Council of Teachers of Mathematics. Four districts provided teachers and specialists to write test items. A pretest was given from the tryout items and the final form of the test will depend on the pretest results. It will then be administered to tenth graders in volunteer schools. A list of performance objective test items is attached. (Author/DEP)

ED 111 833 TM 004 800
Report: Priorities of Problems, Program Areas, Solutions to Problems and Capital Construction Needs.
Dade County Public Schools, Miami, Fla. Dept. of Planning and Evaluation.
Pub Date 12 Jun 75
Note—66p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Academic Achievement, Administrator Attitudes, Basic Skills, Class Size, *Community Attitudes, Discipline, Educational Objectives, *Educational Problems, Educational Programs, Elementary Secondary Education, Individual Needs, Interviews, Problem Solving, School Construction, *School Systems, *Surveys, Teacher Attitudes, Teaching Skills
Identifiers—*Dade County Public Schools
A sample of the general population of Dade County residents were surveyed, by interviews, by an independent research firm during December, 1973 regarding educational goals, major problems confronting the schools and their opinions regarding certain school system programs. It was decided to refine and augment those results by surveying specific involved and informed groups regarding four topics: (1) priorities of problems facing the school system, (2) priorities of broad program areas, (3) emphasis on solutions to problems, and (4) priorities of capital construction needs. This survey, conducted during March, 1975, involved 9,695 individual respondents; approximately one-third of which indicated that they were parents of students presently enrolled in Dade County Public Schools. The respondent groups were: community advisory committees and other community or school-related groups, county/area administrators, elementary and secondary school principals and assistants, and elementary and secondary teachers. The degree of agreement between respondent groups was consistently high. The survey instrument, asking respondents to rank fifteen possible problems facing the school system, is included as well as the detailed survey results. (Author/RC)

ED 111 834 TM 004 801
Meier, Robert S. And Others
Variables Related to Academic Success for Associate Degree Nursing Students.
Spons Agency—Public Health Service (DHEW), Arlington, Va. Div. of Nursing.
Pub Date [Apr 75]
Note—19p.; Paper presented at the Annual Meeting of the National Council of Measurement in Education (Washington, D.C., March 31-April 2, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Academic Achievement, Associate Degrees, College Admission, *College Freshmen, Correlation, *Grade Point Average, Higher Education, Multiple Regression Analysis, *Nursing, *Predictor Variables, Student Testing, Validity
This study identified variables which would predict first semester grade point average of nursing students. A variety of academic, psychological, and sociological data were obtained for 630 students attending three schools of nursing within the state of Indiana over a three-year period. High school grade point average, Nelson-Denny vocabulary scores, and student identification of lowest acceptable grades in specific courses were consistently positively correlated with first semester grade point average across campuses and across years. Creativity scores and other biographical data were generally inconsistent predictors of first semester grade point average. (Author/RC)

ED 111 835 TM 004 802
Gillmore, Gerald M. Naccarato, Richard W.
The Effect of Factors Outside the Instructor's Control on Student Ratings of Instruction.
Washington Univ., Seattle. Educational Assessment Center.
Pub Date Jun 75
Note—15p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*College Teachers, *Correlation, Higher Education, Measurement Techniques, *Predictor Variables, Student Evaluation, *Teacher Evaluation, *Teacher Rating

This study assessed the effect of factors outside the instructor's control on student ratings of instruction. Seven special items along with the standard Student Ratings forms were administered to 28 classes in the Anthropology Department. Results indicated that the impact of outside factors, as perceived by students, was not correlated with global evaluative ratings. (Author/RC)

ED 111 836 TM 004 803

Beck, Michael D.

Development of Empirical "Growth Expectancies" for the Metropolitan Achievement Tests.

Pub Date [Apr 75]

Note—15p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D.C., March 31-April 2, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Academic Achievement, *Achievement Tests, *Growth Patterns, *National Norms, Overachievers, Post Testing, Pretesting, Scores, *Standardized Tests, Statistical Analysis, Tables (Data), Test Interpretation, Underachievers

Identifiers—*Metropolitan Achievement Tests

A sizable representative subsample of the standardization group for the Metropolitan Achievement Tests participated in both the Fall and Spring standardization programs. Fall and Spring test records were matched for all such pupils and Fall-Spring "growth expectancies" were derived. Additionally, the sample was split into three subgroups based on pretest national stanine and "growth expectancies" developed separately for below-average, average, and above-average achievers. Comparison of the "growth rates" of these three groups and of the total Fall-Spring sample with the national norms were made. The resulting data seem most appropriate for test users assessing the short-term growth of nonaverage groups. (Author)

ED 111 837 TM 004 804

Fishbein, Ronald L.

An Investigation of the Fairness of the Items of a Test Battery.

Pub Date [Apr 75]

Note—20p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D.C., March 31-April 2, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Ethnic Groups, Grade 8, *Item Analysis, Mathematics, *Norm Referenced Tests, Occupational Tests, Reading Tests, Sex Discrimination, *Statistical Analysis, *Test Bias

This study develops a procedure for detecting items which are biased for particular ethnic groups and utilizes this procedure to evaluate the fairness of reading, mathematics, and occupational information test items for several ethnic groups. The population for each ethnic group was chosen from examinees administered the 1973 version of the Florida Eighth Grade Testing Program (FEGTP). In this study, an item was considered biased if it manifested an Item X Group interaction. Few biased items were detected on the Reading, Mathematics, and Occupational Information tests of the FEGTP. (Author/RC)

ED 111 838 TM 004 805

A Staff Response to the Report: An Assessment of the Michigan Accountability System.

Michigan State Dept. of Education, Lansing.

Pub Date May 74

Note—40p.; For related document, see ED 069 746

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Compensatory Education Programs, *Educational Accountability, *Educational Assessment, Educational Objectives, Elementary Secondary Education, Models, Program Effectiveness, *Program Evaluation, *State Programs, Student Evaluation, Teacher Evaluation, Testing

Identifiers—*Michigan Accountability System

A response is made to a special report "An Assessment of the Michigan Accountability Program" prepared by a committee composed of Drs. Ernest House, Wendell Rivers, and Daniel Stufflebeam under contract with the Michigan Education Association (MEA) and the National Education Association (NEA). The three-men panel was to evaluate the educational soundness and utility for Michigan of the Michigan Accountability Model with a particular focus on the assessment component. Data for this investigation were gathered by reviewing publications of the Michigan Department of Education (MDE) and interviewing various educators, citizens, MDE staff members, and representatives of various organizations. To some extent, the study produced observations and judgments without inaccuracies or emotional exhortations. However, the report contained some inaccuracies, it was not totally unbiased, and it appeared to be based on somewhat unrigorous and hurriedly-gathered information. Problem areas included observations on goals and objectives, state level leadership, testing, teacher evaluation, and the compensatory education program. (Author/DEP)

ED 111 839 95 TM 004 806

Manual of Testing Procedures: Spring 1975.

Stanford Research Inst., Menlo Park, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 75

Contract—OEC-0-74-0582

Note—147p.

EDRS Price MF-$0.76 HC-$6.97 Plus Postage

Descriptors—Administrative Personnel, *Compensatory Education Programs, Data Collection, *Examiners, *Manuals, Primary Education, Student Evaluation, *Testing, *Testing Programs, Training

Identifiers—*Project Follow Through

This manual is designed to assist personnel involved in work with the Stanford Research Institute (SRI) Follow Through Evaluation testing program. Follow Through is a number of planned education programs for children in kindergarten and primary grades (1-3). Job descriptions for each person working in the testing program are included. In addition, the whole testing program is described, from the Regional Training Sessions through the return of test data. Major sections of the manual include: Follow Through program data collection activities, SRI testing forms, SRI field operations, preparation for testing, local training, testing source rosters, test administration, attendance and attrition, editing, packing, and shipping, employment and pay procedures, and exhibits. (RC)

ED 111 840 95 TM 004 807

Intellectual Achievement Responsibility Scale: Child's Work Copy and Examiner's Copy for Use with Third Grade. [Stanford Research Institute Adaptation].

Stanford Research Inst., Menlo Park, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Contract—OEC-0-8-522480-4633 (100)

Note—21p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Elementary Education, *Grade 3, *Locus of Control, *Student Responsibility, *Tests

Identifiers—*Intellectual Achievement Responsibility Scale

This test was adapted from the Intellectual Achievement Responsibility Scale by V.C. Crandall, Walter Katkovsky, and Vaughan C. Crandall. It is a scale for assessing children's beliefs that they, rather than external forces, are responsible for their intellectual academic successes and failures. Previous data indicates that self responsibility is established by grade three and that older girls give more self-responsible answers than older boys. This scale is designed for use with third grade children. Each of the 34 items describes a positive or negative achievement experience followed by two response alternatives: one stating that the child caused the event to happen; and one that the event occurred because of an external behavioral action of someone else in the child's environment. A score is obtained by adding all positive events for which he takes credit and all negative events for which he takes blame. The total of thse two subscores gives the child's I score (intellectual achievement responsibility). (DEP)

ED 111 841 80 TM 004 808

Bettinghaus, Erwin P. Miller Gerald R.

A Dissemination System for State Accountability Programs--Part 1: Reactions to State Accountability Programs.

Colorado State Dept. of Education, Denver. Cooperative Accountability Project.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 73

Note—77p.; For a related document, see ED 091 840; Parts 2 and 3 of this document are TM 004 809 and 810

Available from—State Educational Accountability Repository, Wisconsin Dept. of Public Instruction, Madison, Wisconsin 53702 (Free while supplies last)

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—*Communication (Thought Transfer), *Educational Accountability, Educational Assessment, *Information Dissemination, *Models, News Media, Public Opinion, *State Programs, Testing

Identifiers—*Michigan Educational Assessment Program

The major concern of this report was to identify some of the problems which arise when educational accountability models are introduced into a state and to begin placing those problems within a communication context. It was suggested that there are problems created by the definition of the term "accountability", the term "assessment," the term "testing," and the equation frequently made between them. While large segments of the public can frequently agree on the desirability of "accountability," that agreement disappears when the specific operational definition of accountability is finally introduced. The experience of Michigan in its Michigan Educational Assessment Program was used as an extended example, although other states report problems similar to those of Michigan. Many of these problems were in the area of communication. (RC)

ED 111 842 80 TM 004 809

Bettinghaus, Erwin P. Miller, Gerald R.

A Dissemination System for State Accountability Programs--Part 2: The Relationship of Contemporary Communication Theory to Accountability Dissemination Procedures.

Colorado State Dept. of Education, Denver. Cooperative Accountability Project.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 73

Note—61p.; For a related document, see ED 019 840; Parts 1 and 3 of this document are TM 004 808 and 810

Available from—State Educational Accountability Repository, Wisconsin Dept. of Public Instruction, Madison, Wisconsin 53702 (Free while supplies last)

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—Cognitive Processes, *Communication (Thought Transfer), Credibility, Diffusion, *Educational Accountability, *Information Dissemination, Learning Theories, *Models, *State Programs

An assumptive, theoretical, and empirical foundation for the development of a formal dissemination model to apply to the introduction of information about educational accountability programs is set forth. If a dissemination model is to be effective, the fundamental assumptions underlying it must be spelled out explicitly. Existing communication problems can often be traced to mistaken assumptions about the nature, and purpose of the communication process. The success or failure of a formal dissemination model also hinges upon identification of relevant sociological, psychological, and communication theories. A useful theory allows transcendence, at least to some extent, of the exigencies of a particular communication situation and allows prediction of the probable outcomes of a specific communicative strategy in other similar situations. Although not an inventory of research findings, certain studies are described and certain results are cited when they are perceived as bearing upon: problems associated with present attempts to disseminate information about educational accountability and/or dimensions of the formal dissemination model being developed. (RC)

ED 111 843 80 TM 004 810

Bettinghaus, Erwin P. Miller, Gerald R.

A Dissemination System for State Accountability Programs--Part 3: Developing Dissemination Procedures for State Educational Accountability Programs.

Colorado State Dept. of Education, Denver. Cooperative Accountability Project.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 73
Note—76p.; For a related document, see ED 091 840; Parts 1 and 2 of this document are TM 004 808 and 809; Best copy available
Available from—State Educational Accountability Repository, Wisconsin Dept. of Public Instruction, Madison, Wisconsin 53702 (Free while supplies last)
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Changing Attitudes, *Communication (Thought Transfer), *Educational Accountability, *Information Dissemination, *Models, News Media, Objectives, Public Opinion, Social Action, State Departments of Education, *State Programs

Some systematic procedures are suggested that can be utilized by states as they move toward the development of educational accountability programs. Each of the steps outlined: (1) identification of the appropriate message sources, (2) specification of communication objectives, (3) analysis of relevant publics, (4) determination of particular dissemination techniques, and (5) evaluation of communication outcomes is an essential ingredient of a recipe calculated to produce maximum communication effectiveness. While each procedure is discussed serially and in detail, it must be remembered that communication within large, complex organizations is not a linear process; it is an interactive process. Careful analysis and reseach may help insure the eventual success of an information dissemination program about state accountability models. Some of the major questions that must be asked if a successful dissemination model is to be developed are specified. For a state department of education to be able to answer some of these questions, however, will demand the systematic collection of data that does not seem to be currently available. (RC)

ED 111 844 TM 004 811
Besel, Ronald
A Comparison of Emrick and Adam's Mastery-Learning Test Model with Kriewall's Criterion-Referenced Test Model.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No—SWRL-TM-5-71-04
Pub Date 21 Apr 71
Note—17p.; For related documents, see TM 004 812 and 814
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Bayesian Statistics, *Comparative Analysis, *Criterion Referenced Tests, Cutting Scores, Decision Making, Educational Diagnosis, Grouping (Instructional Purposes), *Mathematical Models, Probability, Psychometrics, Test Interpretation
Identifiers—Kriewalls Criterion Referenced Test Model, Mastery Learning Test Model (Emrick and Adams), *Mastery Tests

The assumptions of the Criterion-Referenced Test (CRT) model proposed by Kriewall are compared to those of Emrick and Adam's Mastery-Learning (ML) model. Testing, in the context of instructional management, serves three general purposes: performance evaluation (achievement of objectives), placement (classification of students for instruction), and diagnosis of learning deficiencies. Both of the test models discussed here assess the achievement of objectives; they differ in the types of objectives for which they are best suited. Both test models have potential usefulness for making placement decisions, but only the ML model is likely to be useful in diagnosing learning deficiencies. The applicability of each model for instructional management decisions is discussed. (Author/DEP)

ED 111 845 TM 004 812
Besel, Ronald
Mastery-Learning Decision Variables.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No—SWRL-TM-5-71-08
Pub Date 18 Aug 71
Note—24p.; For related documents, see TM 004 811 and 814
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Criterion Referenced Tests, Decision Making, Groups, Individual Tests, Instructional Design, *Mathematical Models, *Matrices, Probability, Psychometrics, Statistical Analysis, Test Interpretation, Test Reliability, *Test Results
Identifiers—Learning Hierarchies, *Mastery Learning Test Model (Emrick and Adams), Mastery Tests

The Mastery-Learning test model is extended. Methods for estimating prior probabilities are described. The use of an adjustment matrix to transform a probability of mastery measure and empirical methods for estimating adjustment matrix parameters are derived. Adjustment matrices are interpreted as indicators of instructional effectiveness and as evidence of the existence of learning hierarchies. Two decision variables are considered: probability of mastery for an individual and proportion in mastery for an instructional group. Discussion of the reliability, complexity, and interpretability of these decision variables and comparison with decision variables for other test models is also included. (Author/DEP)

ED 111 846 TM 004 813
Diamond, James J. Williams, David V.
An Identification of the Process Response to Taxonomy-Type Test Items.
Pub Date [Apr 72]
Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1972)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Cognitive Processes, Educational Objectives, High School Students, *Item Analysis, Problem Solving, *Response Style (Tests), *Taxonomy, *Test Construction, *Testing Problems

Although methods for estimating item difficulty are abundant, little attention has been given to the psychological processes involved when a student responds to a single test item. Mastery of educational objectives is not proven when a student supplies the correct answer to items intended to test these objectives. The student's problem solving method may differ from that intended by the test writer; there is a difference between the student employing the desired process and producing the desired product. The usefulness of the Taxonomy of Educational Objectives as a guide for item writing is questioned. (BJG)

ED 111 847 TM 004 814
Aims, Doug
A Markov Model for Predicting Performance on Criterion-Referenced Tests.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No—SWRL-TN-5-71-40
Pub Date 14 Jun 71
Note—15p.; For related documents, see TM 004 811 and 812
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Bayesian Statistics, *Criterion Referenced Tests, Decision Making, *Mathematical Models, Matrices, Performance Factors, *Prediction, *Predictive Ability (Testing), Probability, Statistical Analysis, Student Evaluation, Test Results
Identifiers—*Markov Prediction Model, Mastery Learning Test Model (Emrick and Adams), Mastery Tests

A Markov model for predicting performance on criterion-referenced tests is presented,. The model is expressed mathematically as a function of transition matrix, a current state vector, and a future state vector. The matrix is defined in terms of conditional probabilities, i.e., the probability of making a transition to a specific future performance state given data pertaining to the student's current performance state. Performance is expressed in terms of mastery, a theoretical construct that is defined in the paper. State vectors indicate either the probability of mastery or the degree of mastery. The current state vector can be computed from available observed criterion test scores. Three examples are included which indicate how transition matrices may be computed. An example is also provided which shows how the model can be used to predict future performance. Finally, a research application and a management application of the Markov model are mentioned. (Author)

ED 111 848 TM 004 815
Baker, Robert L.
Measurement Considerations in Instructional Product Development. Professional Paper No. 29.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No—SWRL-PP-29
Pub Date Mar 74
Note—20p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Criterion Referenced Tests, Curriculum Development, *Educational Development, Educational Objectives, *Instructional Improvement, Instructional Materials, *Instructional Programs, Instructional Systems, Measurement, *Program Development, *Psychometrics, Test Construction, Testing Problems

The application of conventional psychometric procedures to instructional product development is outlined. Selected non-psychometric requirements of developing and delivering effective instruction are described and the consequent implications for psychometric procedures set forth. Present instructional development technology is circumscribed in terms of state-of-the-art capability. (Author)

ED 111 849 TM 004 816
Shoemaker, David M.
A General Procedure for Approximating Standard Errors of Estimate in Multiple Matrix Sampling.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No—SWRL-TM-3-72-04
Pub Date 17 Apr 72
Note—22p.; For related documents, see TM 004 793 and 794
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Error Patterns, *Item Sampling, *Matrices, *Standard Error of Measurement, Statistical Analysis, Statistical Bias
Identifiers—Jackknife, *Multiple Matrix Sampling

Investigated empirically through post mortem item-examinee sampling was the feasibility of the jackknife as a procedure for approximating standard errors of estimate in multiple matrix sampling. The parameters estimated were the mean test score, second through fourth central moments of the test score distribution, and the variance of the item difficulty indices. With one exception, the jackknife performed well in estimating standard errors of estimate. (Author)

ED 111 850 TM 004 817
Fetters, William B.
National Longitudinal Study of the High School Class of 1972: Student Questionnaire and Test Results by Sex, High School Program, Ethnic Category, and Father's Education.
National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—NCES-75-208
Pub Date 75
Note—127p.; For related documents, see ED 097 368, 369, 370, 371 and 372; Small print of tables may reproduce poorly
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.90)
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—Career Planning, Comparative Analysis, *Ethnic Groups, Fathers, *Grade 12, High School Curriculum, Income, *Longitudinal Studies, National Surveys, *Parental Background, Parent Attitudes, Questionnaires, *Sex Differences, Statistics, Student Attitudes, Student Experience, Student Records, *Test Results
Identifiers—*National Longitudinal Study

Document contains a comprehensive, detailed presentation of a compiled, national survey eliciting information regarding the past experiences and future plans of high school seniors. A survey was conducted by student questionnaire which ascertained student attitudes, opinions and plans for the future. A comprehensive analyses of students was also made by test results, sex, high school curriculum, ethnic category, and father's education. The survey was conducted during the spring of 1972. Participants included over 1,000

public and private schools and almost 18,000 seniors. Follow up information was gathered from these same students in the fall of 1973 and 1974. The final results of the study will supply educators with facts, patterns and trends regarding high school seniors which can also aid in improving the educational system in making it more responsive to student's needs. The appendix contains relevant portions of the survey forms used. (DEP)

ED 111 851 TM 004 818
Monteiro, Mike Bailey, Jerry
Final Test Results of Quality Assurance Classes Using the Instructional Concepts Program (ICP).
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No—SWRL-TN-5-71-46
Pub Date 18 Aug 71
Note—10p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Concept Formation, Concept Teaching, Criterion Referenced Tests, *Instructional Programs, Learning Processes, Mathematics, Primary Education, *Program Effectiveness, Program Evaluation, Statistics, Student Evaluation, *Testing, *Test Results
Identifiers—*Instructional Concepts Program
As part of the Quality Assurance procedures, a final test was administered to a sample of the classes participating in the 1970-71 Instructional Concepts Program (ICP). The posttest was designed to measure end-of-program performance on each of the six program outcomes: Color, Shape, Size, Position, Amount, and Pre-Mathematics. This report describes the procedures followed in testing, the sample tested, and test results on 1030 pupils in these classes. Summaries of the test results are given and illustrated. The Table gives the mean, standard deviation, and frequency distributions of the scores on each outcome and the total. The Figure gives a histogram of the frequency distribution of the scores for each outcome. (Author/DEP)

ED 111 852 TM 004 819
LaBouff, Anthony And Others
Learning Mastery System Midterm and Final Testing.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No—SWRL-TN-5-71-48
Pub Date 18 Aug 71
Note—58p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Grade 1, Post Testing, Pretests, Primary Education, Program Effectiveness, Program Evaluation, *Reading Programs, Reading Skills, *Reading Tests, Statistical Analysis, *Student Evaluation, Student Testing, *Test Results
Identifiers—*SWRL Learning Mastery System
This report describes the midterm and final tests administered to pupils in the Quality Assurance classes using the Learning Mastery System (LMS). Results are reported separately for both the Bank Street and Harper & Row versions of LMS. Means, standard deviations, and frequency distributions are given for the subscores and total for each test and are included. The results of the final tests are also reported by number of units pupils completed. (Author/DEP)

ED 111 853 TM 004 820
Hansen, Marsali Gillmore, Gerald M.
A Survey of the Availability and Usage of Published Student Ratings Results.
Washington Univ., Seattle. Educational Assessment Center.
Report No—EAC-298
Pub Date Jun 75
Note—17p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*College Students, Higher Education, *Information Dissemination, Interviews, *Program Effectiveness, Student College Relationship, Student Opinion, Student Publications, *Surveys, *Teacher Rating, Test Results
Identifiers—University of Washington
A survey of students was conducted to determine the extent of knowledge about and usage of the first Educational Assessment Center publication of Student Ratings data for student use. A total of 375 students were interviewed during registration, Winter Quarter, 1975. Results showed that about 50 percent of the students were aware of the publication, 29 tried to make use of the information, and only 9 percent found the information useful. Reasons were given for the relative ineffectiveness of the first publication. (Author)

ED 111 854 88 TM 004 821
Kentucky Educational Needs Assessment Study Phase I. I. Final Report, II. State and Regional Profiles.
Kentucky State Dept. of Education, Frankfort.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 5 Aug 70
Note—190p.; For related documents, see TM 004 822, 823, 824 and ED 077 940 and 941, ED 081 793 and ED 093 917; Small print of tables may reproduce poorly
EDRS Price MF-$0.76 HC-$9.51 Plus Postage
Descriptors—Affective Behavior, Cognitive Processes, *Data Collection, *Educational Assessment, *Educational Needs, Educational Objectives, Elementary Secondary Education, Evaluation Criteria, Geographic Regions, Program Evaluation, Psychomotor Skills, Sampling, *State Programs, Statistical Data, Testing, Tests, Test Validity
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Kentucky Educational Assessment Program
The Kentucky state plan for the collection of data concerning the cognitive, affective and pscyhomotor needs of school children is discussed. The plan entails: (1) identification of the needs of learners to be served, (2) determination of the criticality of the learner needs that are identified by applying judgmental values, (3) establishment of performance goals for the alleviation of critical needs and development of programs to meet these critical needs, and (4) application of measures of accountability based upon performance goals, to the progress of such programs. In this context, the Needs Assessment Study is but the first step toward comprehensive planning. This report synthesizes and displays the findings of a year spent in setting the stage, creating an awareness of the need for the effort, establishing an appropriate organizational framework, and implementing a state-wide study of learner needs. (Author/BJG)

ED 111 855 TM 004 822
Kentucky Educational Assessment Program 1974: Grade 4.
Kentucky State Dept. of Education, Frankfort. Div. of Evaluation.
Pub Date 74
Note—194p.; For related documents, see TM 004 821, 823, 824 and ED 077 940 and 941, ED 081 793 and ED 093 917
EDRS Price MF-$0.76 HC-$9.51 Plus Postage
Descriptors—Basic Skills, Data Analysis, *Educational Accountability, *Educational Assessment, Educational Needs, *Educational Objectives, Elementary Education, Grade 4, Human Relations, Item Analysis, Sampling, Self Concept, *State Programs, State Surveys, Student Attitudes, Test Results
Identifiers—*Kentucky Educational Assessment Program
The Kentucky Educational Assessment Program is an ongoing effort to gather information regarding progress toward attainment of the educational goals for Kentucky citizens. Major emphasis is on the determination of the actual level of pupil performance in relation to desired performance. In the fourth grade, relevant information was gathered in three goal areas: (1) General Education, (2) Human Relationships, and (3) Physical and Mental Well Being. Recognizing that information attained through a statewide assessment program should be utilized for decision-making to improve educational programs, objectives, and goals, this assessment procedure was developed to be valid at three levels: local district, Educational Development District (EDD), and statewide. Regional and statewide assessment data are reported. (BJG)

ED 111 856 TM 004 823
Kentucky Educational Assessment Program 1974: Grade 8.
Kentucky State Dept. of Education, Frankfort. Div. of Evaluation.
Pub Date 74
Note—210p.; For related documents, see TM 004 821, 822, 824 and ED 077 940 and 941, ED 081 793 and ED 093 917
EDRS Price MF-$0.76 HC-$10.78 Plus Postage
Descriptors—Basic Skills, Citizenship, Data Analysis, *Educational Accountability, *Educational Assessment, Educational Needs, *Educational Objectives, Grade 8, Human Relations, Intelligence Quotient, Item Analysis, Junior High Schools, Occupational Aspiration, Sampling, Self Concept, *State Programs, State Surveys, Student Attitudes, Test Results
Identifiers—*Kentucky Educational Assessment Program
The Kentucky Education Assessment Program is an ongoing effort to gather information regarding progress toward attainment of the educational goals for Kentucky citizens. Major emphasis is on the determination of the actual level of pupil performance in relation to desired performance. In the eighth grade, relevant information was gathered in five goal areas: General Education, Human Relationships, Citizenship, Physical and Mental Well Being, and Occupational Competence. Recognizing that information attained through a statewide assessment program should be utilized for decision-making to improve educational programs, objectives, and goals, this assessment procedure was developed to be valid at three levels: local district, Educational Development District (EDD), and statewide. Regional and statewide assessment data are reported. (BJG)

ED 111 857 TM 004 824
Kentucky Educational Assessment Program 1974: Grade 11.
Kentucky State Dept. of Education, Frankfort. Div. of Evaluation.
Pub Date 74
Note—203p.; For related documents, see TM 004 821, 822, 823 and ED 077 940 and 941, ED 081 793 and ED 093 917
EDRS Price MF-$0.76 HC-$10.78 Plus Postage
Descriptors—Basic Skills, Citizenship, Data Analysis, *Educational Accountability, *Educational Assessment, Educational Needs, *Educational Objectives, Grade 11, Human Relations, Item Analysis, Sampling, Secondary Education, Self Concept, *State Programs, State Surveys, Student Attitudes, Test Results
Identifiers—*Kentucky Educational Assessment Program
The Kentucky Educational Assessment Program is an ongoing effort to gather information regarding progress toward attainment of the educational goals for Kentucky citizens. Major emphasis is on the determination of the actual level of pupil performance in relation to desired performance. In the eleventh grade, relevant information was gathered in four goal areas: (1) General Education, (2) Human Relationships, (3) Citizenship, and (4) Physical and Mental Well Being. Recognizing that information attained through a statewide assessment program should be utilized for decision-making to improve educational programs, objectives, and goals, this assessment procedure was developed to be valid at three levels: local district, Educational Development District (EDD), and statewide. Regional and statewide assessment data are reported. (BJG)

ED 111 858 TM 004 825
Petersen, Nancy S. Novick, Melvin R.
An Evaluation of Some Models for Culture-Fair Selection.
Pub Date [Apr 75]
Note—56p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Comparative Analysis, *Culture Free Tests, *Models, *Personnel Selection, Prediction, Predictive Ability (Testing), Probability, Racial Discrimination, *Test Bias, Testing Problems
Models proposed by Cleary, Thorndike, Cole, Linn, Einhorn and Bass, Darlington, and Gross and Su for analyzing bias in the use of tests in a selection strategy are surveyed. Several additional models are also introduced. The purpose is to describe, compare, contrast, and evaluate these models while extracting such useful ideas as may be found in these approaches. The models of Thorndike, Cole, and Linn are judged to contain

operational contradictions because of their use of the wrong conditional probability within the context of the probabilistic structure. These models, deriving from a concept of group parity, are also shown to have highly objectionable practical implications. It is suggested that the use of any of these models is contraindicated and that, indeed, the very concept of culture-fair selection is unworkable. It is then suggested that the necessary level of compensatory treatment for disadvantaged persons can be guaranteed only through the formal use of an appropriate model based on the Von Neumann-Morgenstern theory of maximizing expected utility. The models of Cleary, Einhorn and Bass, Gross and Su are based on what we judge to be the correct conditional probability and are special cases of the Expected Utility Model, but each has limited applicability. (Author/RC)

ED 111 859 24 TM 004 826
O'Sullivan, Maureen Guilford, J. P.
Six Factors of Behavioral Cognition: Understanding Other People.
University of Southern California, Los Angeles. Dept. of Psychology.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Note—46p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Aural Stimuli, *Cognitive Processes, Factor Analysis, *Factor Structure, High School Students, *Intelligence Factors, *Interpersonal Competence, Measurement Techniques, Social Relations, Test Construction, *Tests, Test Validity, Visual Measures
Identifiers—Guilfords Structure of Intellect Model, *Social Intelligence
It has been suggested than an educational curriculum should include training in working with people as well as with ideas. Measuring and conceptualizing "social intelligence has been difficult, however. Although the idea of social intelligence has a long history, most tests which have been proposed to measure such ability correlate highly with tests of verbal aptitude. The present study describes six factors of "behavioral cognition" or social intelligence suggested by Guilford's Structure of Intellect model. These social intelligence factors are defined by 23 tests using photographs, cartoons and other drawn materials, and tape-recorded sounds. The six behavioral-cognition factors are shown to be distinct from factors defined by 24 tests of verbal aptitude, spatial ability, and creative thinking. The 18 reference and experimental factors hypothesized and demonstrated are described and discussed. To date no similar factors, reflecting the abilities involved in understanding the feelings and intentions of others, have been reported. Supplementary materials including sample items, scoring formulas, number of parts per test, working time allowed, the correlation matrix, rotated and unrotated factor matrices and target matrix are appended. (Author/RC)

ED 111 860 TM 004 827
Marshall, Hermine H.
Clarification of Open Education: An Analysis of the Walberg and Thomas Scales.
Note—7p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Definitions, Educational Innovation, Item Analysis, *Open Education, *Rating Scales, *Test Reviews
Identifiers—*Walberg Thomas Scales
Walberg and Thomas (1972) have made an attempt to operationalize and validate the concept of open education. However, their conception fails to differentiate between open education and other nontraditional approaches to education, thereby lumping together a variety of different types of classrooms. In addition, their method of item selection does not include less easily observable, but nontheless essential aspects of open education. Because of flaws in their study, caution should be taken before adopting their scales for purposes of further research. (Author)

ED 111 861 TM 004 828
Betz, Nancy E. Weiss, David J.
Empirical and Simulation Studies of Flexilevel Ability Testing. Research Report No. 75-3.
Minnesota Univ., Minneapolis. Dept. of Psychology.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Report No—RR-75-3
Pub Date Jul 75
Note—56p.
Available from—Psychometric Methods Program, Dept. of Psychology, University of Minnesota, Minneapolis, Minnesota 55455 (while supplies last)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Ability, College Students, Comparative Analysis, *Computer Oriented Programs, Feedback, Individual Differences, Item Banks, Measurement Techniques, Memory, *Response Style (Tests), *Simulation, Test Construction, *Testing, Test Reliability
Identifiers—*Flexilevel Test
A 40-item flexilevel test and a 40-item conventional test were compared using data obtained through (1) computer-administration of the two tests to three groups of college students, and (2) monte carlo simulation of test response patterns. Results indicated the flexilevel score distribution better reflected the underlying normal distribution of ability, and that the flexilevel test had a higher paralleled-forms reliability and a higher relationship to underlying ability level than did the conventional test. The overall test-retest stability of the two tests was equivalent, but there was evidence indicating that memory effects inflated the stability of the flexilevel test scores less than that of conventional test scores. The flexilevel provided more accurate measurement at almost all ability levels, although its information function was similar in shape to that of the conventional test. However, the interpretation of differences in the level of information provided were confounded by differences in the average discriminating power of the items in the two tests. The flexilevel test also appeared to reduce random guessing behavior in comparison to the conventional test. (Author)

ED 111 862 TM 004 829
Kocher, A. Thel
An Empirical Investigation of the Stability and Accuracy of Flexilevel Tests.
Pub Date [Apr 74]
Note—9p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, Illinois, April 1974)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Ability, Comparative Analysis, *Computer Oriented Programs, Feedback, Individual Differences, *Response Style (Tests), Scoring, Simulation, Student Testing, *Testing, *Test Reliability, Test Validity
Identifiers—*Flexilevel Test
The purpose of the present study was to empirically investigate the stability and accuracy of one suggested method for matching test difficulty to examinee ability level. Students' answers to traditional classroom tests were rescored by computer as if the examinations had been flexilevel tests. The scores thus obtained were found to correlate highly with the traditional test scores (0.8994 to 0.9478), thereby indicating that flexilevel test scores are sufficiently stable and accurate to allow their use for classroom evaluation purposes. (Author)

ED 111 863 TM 004 830
Loret, Peter G.
Implementing, Evaluating, and Using a Statewide Assessment Program: Logistics and Contracted Services.
Pub Date [Apr 75]
Note—13p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D.C., March 31-April 2, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Educational Assessment, Elementary Education, Factor Analysis, *Grade 4, Program Development, Reading Skills, *Reading Tests, Scoring, *State Programs, Statistical Analysis, Test Construction, *Testing
Identifiers—*Oregon Statewide Assessment Program
Under contract with the Oregon State Department of Education, Educational Testing Service (ETS) assisted in the preparation of a fourth grade reading assessment test based on, or modified from, Instructional Objectives Exchange materials. ETS produced test books, answer sheets, and all required ancillary materials necessary for test distribution and administration to a sample of 104 schools, previously selected on the basis of geographic region, district wealth, and district size. Rights, Wrongs, and "Don't Know" pupil scores were reported to schools and districts for 25 specific reading objectives and 4 grouped objectives (word attack, vocabulary, comprehension, and application). Summary statistics for schools were also prepared and distributed. A special vocabulary self-report section/score was included in both reports. At the state level, a number of item analyses were performed, and a series of weight frequency distributions prepared. A total of 4,127 pupils at 102 schools actually took the test with 299 pupils reported as absent. (Author)

ED 111 864 TM 004 831
Tracy, D. B. And Others
Induced Response Bias on the State-Trait Anxiety Inventory.
Note—11p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Anxiety, College Students, *Psychological Patterns, *Response Style (Tests), Role Playing, Sex Differences, Statistical Analysis, *Test Bias, Testing, Testing Problems, Test Reliability, *Tests
Identifiers—Faking (Tests), *State Trait Anxiety Inventory
Responses on both the state and trait scales of the State-Trait Anxiety (STAI) Inventory were examined under two conditions. The first condition presented a simulated real-life situation containing competitive and evaluative cues without directly suggesting faking and asked subjects to complete the STAI. After an intervening task, the STAI was readministered under standard instructions. The hypothesis that subjects would respond consistently on the A-trait scale, while demonstrating increased levels of A-state was confirmed. Results were interpreted as consistent with the distinction between trait anxiety as a relatively permanent attribute of the individual and state anxiety as a transitory characteristic which fluctuates with the environment. However, the results conflict with traditional notions of social desirability response bias, which imply that "faking good" should lead to consistent changes on both scales. There is little doubt that "faking good" can lead to distortions of scores on affective measures. However, subjects do not necessarily actually "fake good" in situations where they have no definite instructions to fake. (Author/RC)

ED 111 865 TM 004 832
Lipe, Gary
Interactive Test Analysis: Development, Implementation, and Evaluation.
Pub Date [Jun 75]
Note—25p.; Paper presented at the Annual Meeting of the College and University Eleven Thirty Users Group (8th, Berea, Kentucky, June 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Computer Programs, Cost Effectiveness, Data Analysis, Item Analysis, Norm Referenced Tests, Program Development, *Scoring, Statistical Analysis, *Testing
An interactive test analysis system was developed which interfaces a 3M DATRONICS system with a XEROX Sigma 9 computer. The computer programs were written in A Programming Language (APL). The current implementation of the program is characterized by its capability to: read responses from a DATRONIC answer sheet; allow the faculty member the option of omitting items from the analysis; check for omitted items; allow the faculty member the option of selecting specific reports; and collect descriptive statistics concerning the system performance and characteristics of the test analyzed. The complete set of reports generated by the test analysis program provide information normally included in an analysis of a norm-referenced test. The fixed costs for the test analysis system are the 3M Datronic System and the Anderson Jacobson terminal. If you assume a lease option for each component of the system then the approximate cost will be $240 per month. This fixed cost can be allocated on the assumption of full utilization of the system with an average cost of $1.50 per hour for a 40 hour week. When the costing formula was applied to the data base of 88 sets of tests, the average and median cost were determined to be $8.37 and $7.83 respectively. (Author/RC)

ED 111 866 TM 004 833
Freeberg, Norman E. Echternacht, Gary J.
Development of Measures for the Assessment of Delinquent Adolescents: A Pilot Study of Predictive Validity Based on a Sample of Pre-Trial Detainees. Final Report.
Educational Testing Service, Princeton, N.J.
Report No—ETS-PR-75-7
Pub Date Mar 75
Note—43p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Adjustment (to Environment), Adolescents, *Attitude Tests, *Cognitive Tests, Correlation, Delinquent Rehabilitation, *Delinquents, Males, *Occupational Tests, *Predictive Validity, Predictor Variables, Questionnaires, Reading Tests, Test Validity
This report explores the validity of measures for eventual use in assessing attitudinal and cognitive skills of delinquent adolescents. Ten measures of a battery along with a reading test were administered to adolescent males, 14 to 18 years of age, held in pretrial detention. The 11 tests were validated against 37 criterion variables encompassing post-detention performance outcomes in areas of social, community, and job adjustments. Criterion information was obtainable from about one-quarter of the sample who could be followed up about 6 to 11 months after release. Some descriptive characteristics were: they read at a "functionally illiterate" level; 67 percent had obtained full-time employment mostly in low paying, poor quality jobs; they adjusted fairly in terms of family and community relations, and expressed a desire to stay out of trouble. In terms of validation content, eight measures produced patterns of significant validities to support their potential for further development as guidance tools applicable to adolescent offenders. (RC)

ED 111 867 TM 004 835
Carifio, James
Scaling Preference Data for Program Assignments.
Pub Date [May 75]
Note—47p.; Paper presented at the Annual Meeting of the New England Educational Research Association (Provincetown, Massachusetts, April 30-May 4, 1975)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Algorithms, Computer Programs, Curriculum Development, Flexible Scheduling, Grade 9, Participant Satisfaction, Rating Scales, *Scheduling, School Schedules, Secondary Education, Statistical Analysis, Student Attitudes, *Student Interests, *Student Placement, Testing, *Vocational Education
The present study devised a computerized assignment-by-preference algorithm for a ninth-grade exploratory curriculum. The problem addressed was one of maximally mapping all students into 8 of 12 vocational programs in terms of their preferences for studying each of the programs and the assignment restrictions established by the school. To minimize the errors of misplacement and produce a successful algorithm for the problem faced, it was found that a procedure had to be devised which both individually-referenced and group-referenced students' program preferences into one meaningful statistic. In general terms, this problem was one of combining bipolar data so that every plus-minus combination produced a unique scale point. The values of this latter scale made it possible to determine which students should be assigned to what programs under the criteria specified. Once all students were assigned to programs, this same scaling procedure was used to develop a sequence statistic which allowed programs to be maximally ordered for those students most likely to be affected by this variable. Twelve percent of the student body (N=440) expressed dissatisfaction with the program assignments they received. Interviews, however, revealed that most of these students misunderstood the restrictions governing assignments. (Author)

ED 111 868 TM 004 836
Ramaswamy, T.
Some Methodological Considerations in the Testing of Rasch Model Claims.
Note—28p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Ability, Cloze Procedure, Correlation, Hypothesis Testing, Individual Differences, *Item Analysis, Literature Reviews, Measurement Techniques, *Models, Prediction, Predictor Variables, Probability, Response Style (Tests), Statistical Analysis, *Testing
Identifiers—*Rasch Model
The Rasch item analysis model is supposed to yield norm-free estimates of ability and easiness values, but there are several possible interpretations of the nature and extent of such norm-freeness. One such interpretation was that to involve the scores of one single experimental group of testees which were embedded in four differently skewed distributions of other scores, the testees had been administered easy and hard sets of items for the verifications of person-free and item-free ability estimations. Similarly for the verifications of person-and item-free easiness estimation by the Rasch model, the study involved the formation of four differently skewed sets of items in terms of their proportion right easiness values among which the same single set of experimental items had been embedded. These four sets of items were administered to bright and dumb groups of examinees. The no-guessing and constant discrimination power assumptions of the Rasch model were respectively made to be satisfied by using the cloze test blanks as items and by removing those blanks outside a narrow range of discrimination indices. Because of the possibility that the estimation errors may critically depend on the number of ties at each raw score level making the Rasch estimates of ability and easiness statistically different from one group of examinees or set of items at each of these score levels, a linear prediction model was used with the raw pupil scores or item easiness as predictors. (Author)

ED 111 869 TM 004 837
Reaser, Joel M. And Others
A Test of the Forced-Alternative Random Response Questionnaire Technique. Technical Report No. 75-9.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Report No—HumRRO-TR-75-9
Pub Date Jun 75
Note—44p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Confidentiality, Data Collection, Item Analysis, Measurement Techniques, *Military Personnel, Probability, *Questioning Techniques, *Questionnaires, Response Mode, *Response Style (Tests), Social Problems, *Surveys
Identifiers—*Forced Alternative Random Response Technique, Mail Surveys
This study tested a variation of the random response surveying strategy designed for lengthy questionnaires to be used in group administrations or mail surveys. A questionnaire was mailed to a random sample of 3,000 company grade officers divided into three groups. One group received a conventional questionnaire. The second group received a random response questionnaire (FARR-50 technique) using a 50 percent likelihood of having to respond honestly. The last group received a random response questionnaire (FARR-83 technique) using a 83.3 percent likelihood of having to respond honestly. It was found that subjects respond more honestly, i.e., with greater estimated incidence of true positive response, to sensitive questions when given a low level of protection provided by the FARR-83 technique. Rates of response and estimate levels of prevalence were higher when subjects were given some protection than when they were forced to answer the questions honestly more frequently--even though the latter afforded greater protection. (Author)

ED 111 870 95 TM 004 838
Rentfrow, Robert K.
New Directions in Open Classroom Evaluation: Situational Tasks.
Arizona Univ., Tucson. Arizona Center for Educational Research and Development.
Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Follow-Through.; Office of Child Development (DHEW), Washington, D.C.
Pub Date 17 Jun 75
Note—24p.; Paper presented at the Annual Meeting of the American Montessori Society (Granby, Colorado, June 17-21, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Child Development, Classroom Environment, *Classroom Observation Techniques, *Early Childhood Education, Elementary School Students, Language Development, Models, *Open Education, Preschool Education, Program Development, *Program Effectiveness, *Program Evaluation, Situational Tests, Social Relations, Student Behavior
Identifiers—Childrens Language Assessment Situational Tasks, Classroom Attitude Observation Schedule, TEEM, *Tucson Early Education Model
The material reported here was developed as part of a systematic effort to develop techniques to evaluate the effectiveness of a nationally implemented early childhood program. The Classroom Attitude Observation Schedule technique has been implemented in a number of school districts as a means of assessing program implementation of the Tucson Early Education Model (TEEM). Teachers have found this a useful way to learn more about the effects of the program on the social functioning of children. The Children's Language Assessment-Situational Tasks represents a new direction in the assessment of children's language development at the preschool and early elementary level. The developmental program has led to the conclusion that this technique samples aspects of children's development in a valid context, and provides information for teachers which is applicable to improving the instruction of young children. Situational tasks have proven valuable in the elusive task of evaluating an innovative open classroom program. Future efforts will be directed toward other areas of the TEEM program, such as the development of cognitive skills through the cooking experience. (Author/RC)

ED 111 871 TM 004 839
Poole, Richard L.
Student Victimization and the Formulation of Test Construction Criteria.
Pub Date [Apr 75]
Note—18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D.C., March 31-April 2, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Elementary Secondary Education, *Evaluation Criteria, Grading, Higher Education, *Student Attitudes, *Student Testing, *Test Construction, *Testing Problems, Test Interpretation, Test Reliability, Test Selection, Test Validity
This study surveyed 53 master's level students in two tests and measurement classes to determine if and in what fashion they had been victimized by testing and evaluation. The purpose of this activity was to acquire personal data which could be used to both dramatize and formulate criteria for the construction of classroom tests. A majority of students felt they had been victimized, and their experiences were at all educational levels--elementary and high school; undergraduate and graduate school; in the military and in higher education. These experiences illustrated procedural infringements related to validity, reliability, interpretation, and administration of tests. (Author)

ED 111 872 TM 004 840
Scorzelli, James F.
Development of a Self-Report Inventory for Assessing Reactions to Program Content of a Rehabilitation Counseling Program.
Pub Date [Apr 75]
Note—11p.; Paper presented at the Annual Meeting of the New England Educational Research Association (Provincetown, Massachusetts, April 30-May 4, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Counselor Role, *Curriculum Development, Higher Education, *Professional Personnel, *Questionnaires, *Rehabilitation Counseling, Relevance (Education), Statistical Analysis, *Task Analysis, Test Construction, Vocational Counseling
In order to assist the newly formed rehabilitation counseling program at Northeastern University in curriculum and instructional planning, a job task analysis was conducted. The sample consisted of 55 employed rehabilitation counselors in the New England region from both state agencies and rehabilitation facilities. The results of the study were in agreement with previous research on Rehabilitation Counselor Education (RCE) program content, indicating an emphasis on vocational counseling skills, community resources, and methods of client evaluation. However, contrary to previous research, the areas of job placement

and followup received relatively moderate to low ratings, suggesting that the practitioners may feel that it might be more efficient and practical to relinquish these duties to support personnel and paraprofessionals. Although the small sample size prevents any wide spread generalizations, the job task outline could be a useful tool in the curriculum and instructional planning of other newly formed RCE programs. (Author/RC)

ED 111 873 TM 004 841
Shannon, Gregory A.
The Construction of Matching Tests: An Empirical Statement.
Pub Date [Apr 75]
Note—12p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D.C., March 31-April 2, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Academic Achievement, Cognitive Measurement, College Students, *Comparative Analysis, *Multiple Choice Tests, *Response Style (Tests), *Test Construction, *Testing
Identifiers—*Matching Tests
Matching test (MT) construction techniques were compared. These included: (a) MT instruction that limit the number of times responses can be selected to once, rather than more than once; (2) MTs that are organized in groups of five premises, or stems, rather than in groups of ten premises; and (3) MTs designed to measure knowledge, rather than a higher-order achievement level such as comprehension or synthesis. The subjects were 196 undergraduate students enrolled in an introductory educational psychology course offered at the University of Pittsburgh. Significantly higher scores were observed for MTs organized in groups of five premises and for MTs designed to measure higher-order achievement levels. A recommendation is made to organize MTs in groups of five premises. The absence of significant interactions suggests that this recommendation may apply for MTs designed to measure either knowledge or some higher order achievement. Also, a special advantage of MTs in the assessment of partial knowledge is discussed. (Author/RC)

ED 111 874 TM 004 842
Salter, Ruth
Resources for the Implementation of a Productivity Analysis in Education.
New York State Education Dept., Albany. Bureau of School and Cultural Research.
Pub Date [Apr 75]
Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Cloze Procedure, Elementary Secondary Education, Guides, Item Banks, *Multiple Choice Tests, *Reading Comprehension, *Reading Tests, Test Bias, *Test Construction
Identifiers—Test Development Notebook
One of the most critical elements in the adaptation of productivity analysis to education is the adequacy of the instruments for measuring program output or achievement. Various aspects of standardized test construction make them less than desirable measures of productivity. The Test Development Notebook which the New York State Department of Education is currently developing may offer a needed alternative to standardized testing. The overall purpose of the notebook is to provide sufficient numbers of test items at various levels of difficulty so that reading development at a given level may be monitored periodically with the administration of a series of comparable test forms. The starting point for the notebook has been literal comprehension, and the work in process has two emphases: one is applying the cloze technique in testing literal comprehension; the other is systematizing the writing of multiple-choice items for literal comprehension by specifying the type of questions to be asked and establishing rules for writing them. Both approaches use readability formulas to identify the difficulty of the material. Both stress objectivity and the elimination of writer bias. (Author/RC)

ED 111 875 TM 004 843
Bobbitt, C. Beau Stout, Chester C., Jr.
A Study to Examine the Effectiveness of Systematic Desensitization Therapy in Reducing Test Fear in a Program of General Educational Development Test Preparation.
Pub Date [75]
Note—28p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Adults, *Anxiety, *Desensitization, *Equivalency Tests, Program Effectiveness, *Therapy
Identifiers—College of the Mainland, Wolpe (Joseph)
This study is an examination of an attempt within the Adult Basic Education Department at College of the Mainland to reduce the anticipatory test fear in normal adult students preparing for the General Educational Development (GED) Test. The experiment covered a time span of 16 weeks and made application of systematic desensitization, a therapeutic technique proper to the writings and practice of Dr. Joseph Wolpe. There is no indication, from the pre-post testing of the control group, that participation in a GED preparation class or the application of the systematic desensitization technique as applied in this experiment increases or decreases either basal trait anxiety or specific academic performance anxiety. (Author/RC)

ED 111 876 TM 004 844
Finch, John M.
Abstract: Fall, 1974, South Carolina Student Survey and Attitude Inventory. Volume 1, Number 18.
South Carolina State Dept. of Education, Columbia. Office of Research.
Pub Date May 75
Note—43p.; For related documents, see TM 004 747 and TM 004 845
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Attitude Tests, Grade 7, High School Students, Questionnaires, School Districts, *Self Concept Tests, *State Programs, Student Attitudes, Surveys, *Testing Programs, *Test Results
Identifiers—*South Carolina, Student Survey and Attitude Inventory
The Fall 1974 South Carolina Statewide Testing Program included an achievement test; the Comprehensive Tests of Basic Skills; the Short Form Test of Academic Aptitude; and the Student Survey and Attitude Inventory (SSAI), which is the subject of this report. The SSAI was administered in November 1974 to 48,107 students. Most of South Carolina's seventh grade students and a sample of ninth and eleventh grade students participated in this phase of the program. The SSAI is an instrument which measures how students feel about themselves, other people, and the world; it is seen as having potential for examining the attitudes of students and obtaining an indication of change in their self-concept. This document contains the SSAI Form A, questionnaire results and discussion, a detailed model of the SSAI, and a computer printout report of the statewide, seventh grade student survey section of the SSAI. (Author/RC)

ED 111 877 TM 004 845
Student Survey and Attitude Inventory: Form A.
South Carolina State Dept. of Education, Columbia. Office of Research.
Pub Date May 75
Note—12p.
Available from—Not Available Separately; see TM 004 844
Document Not Available from EDRS
Descriptors—*Attitude Tests, Junior High Schools, *Questionnaires, *Self Concept Tests, Senior High Schools
Identifiers—*Student Survey and Attitude Inventory
This form of the Student Survey and Attitude Inventory (SSAI) used for the fall administration of the South Carolina Statewide Testing Program has two parts. The first contains a 25 question study survey which requires a total of 80 responses by the student. The questions elicit information about the students, their background, and attitudes. The second section contains 89 statements for which each respondent is asked to indicate his or her degree of agreement on a four-point scale. The inventory includes statements relating to nine different aspects of personality. These provide subscores in the areas of self-reliance, work-orientation, identity, communication skills, enlightened trust, knowledge of major roles, social commitment, openness to sociopolitical change, and tolerance of individual and cultural differences. Self-concept is measured by the items in the self-reliance, work-orientation, and identity subscales, which when looked at together form the Individual Adequacy Scale. Since a mature response on some items requires a response of A, agree strongly, and on other items requires a response of D, disagree strongly, some item responses must be reversed in scoring to make it possible to score responses consistently. (Author/RC)

ED 111 878 95 TM 004 846
Guilliams, Clark I.
Item Analyses of Amerindian and Chicano Responses on the Vocabulary Scales of the Stanford-Binet LM and Wechsler Batteries. Final Report.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Bureau No—BR-3-1955
Pub Date 75
Note—65p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*American Indians, Correlation, Cultural Disadvantagement, Elementary Education, *Intelligence Tests, *Item Analysis, *Mexican Americans, Multiple Regression Analysis, Norms, Retarded Children, Test Bias, Testing Problems, Test Reliability, Test Validity, Verbal Ability, *Vocabulary
Identifiers—Stanford Binet LM, Wechsler Intelligence Scale for Children
Chicano and Amerindian vocabulary scale responses from the Stanford-Binet (LM) and Wechsler Intelligence Scale for Children were item-analyzed for 1,009 subjects. The response patterns differed both by ethnic group and test, as well as by age. The most common, and recurring, pattern found was "level-of-difficulty" gradient inconsistencies. The item-analysis method employed in this report was that of the covariance matrix where the sum of the matrix is the total-test's variance; vocabulary scale totals here, for both the SB-LM and the WISC. Tribes sampled were Navajo, Apache, and a group of subjects with mixed-tribal backgrounds designated "called Indian." Most of the protocols that could be analyzed on the vocabulary scales were pulled from the testing-course files at Arizona State University; other protocols were obtained from the reservations mentioned above. In the epilogue, based on the findings, it is suggested that bilingual programs similar to those being used in Texas' NIE funded program for the coming academic year be adopted for other large minority groups whose primary language is not either English or Spanish. (Author)

ED 111 879 TM 004 847
Drummond, Robert J. And Others
The Children's Interaction Matrix: Intermediate Form, Primary Form. Preliminary Manual. Research Edition 1975.
Spons Agency—Maine Univ., Orono.
Pub Date 75
Note—63p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Elementary Education, *Elementary School Students, Factor Analysis, *Group Behavior, *Interaction, Manuals, *Matrices, Norms, Scoring, Statistical Analysis, Test Reliability, *Tests, Test Validity
Identifiers—*Childrens Interaction Matrix
The Children's Interaction Matrix, Intermediate and Primary Forms, are designed to identify the preferred work and content styles of children in group situations. These factors aid the researcher, teacher, and counselor in understanding the individual's preferred mode of behavior in groups as well as indicating the students' reaction to group situations. Primarily research instruments, the tests are based on the conceptual framework of the Hill Interaction Matrix (HIM) (1965). This is a two dimensional matrix which describes a person's preferred content and work-style modes of group behavior. The tests are based on the 16 cells of the HIM. Four items were included for each cell for a total of 64 items. The original item pool of the HIM as well as the cell labels were used as criteria for development and selection of the items. Items were simplified for children in respective grade levels and were rated by judges as to their appropriateness for each cell. The response format was simplified to a two position "Yes", "No" format for the primary form and to a three position--"Usually", "Sometimes", "Not Often", format for the intermediate form.

Besides the tests, data are provided on: reliability, validity, factor analysis, norms, scoring, and correlations. (Author/RC)

ED 111 880 32 TM 004 848
Clark, Sara H.
Basic Skill Centers of Minneapolis 1972-73.
Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.; Minnesota State Dept. of Education, St. Paul.
Report No—C-72-53
Pub Date Jan 74
Note—38p.; For a related document, see ED 083 315
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Achievement Gains, Compensatory Education Programs, *Disadvantaged Youth, Elementary Education, Individualized Instruction, Inner City, Junior High Schools, Multimedia Instruction, *Program Effectiveness, *Reading Improvement, Reading Skills, Reading Tests, *Remedial Reading Programs, Statistical Analysis, *Student Testing
Identifiers—*Basic Skill Centers, Elementary Secondary Education Act Title I, ESEA Title I, Gates MacGinitie Reading Test, Minnesota (Minneapolis), Stanford Achievement Test
Two Basic Skill Centers were set up in 1969 to help inner city students improve their reading skills. The centers were supported mainly by the Minneapolis Public Schools although ESEA Title I funds provided teacher aides. This report covers the fifth year's operation of the project. Substantial changes made in the centers' operations are described. The goals of the program included remediation of subskill weaknesses, achievement of functional reading levels, and raising the rate of reading growth of children in Target Area schools who were one or more years below grade level in reading. Individualized instruction was provided for 604 students from grades 4-9 from 23 schools. A multimedia approach was used which included programs used in a variety of teaching machines as well as individual instruction in related classrooms. The students, who came from Title I Target Area schools, made grade equivalent gains well above what would have been expected for average children working at the reading levels of the Gates-MacGinitie and Stanford Primary Achievement tests which were the measuring instruments. About 70 percent of the students made grade equivalent gains on the Gates Comprehension test over those expected for the pre-posttest span of six months. Two thirds of the pupils made such gains on the Stanford Word Study skills tests. (Author/RC)

ED 111 881 TM 004 849
Thorndike, Robert L.
Methodological Problems in Developing Instruments for Cross-National Studies.
Pub Date [Apr 74]
Note—13p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, Illinois, April 1975); Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Communication (Thought Transfer), *Comparative Education, *Cross Cultural Studies, Cultural Differences, Curriculum, *Test Construction, *Testing Problems
Identifiers—International Evaluation Educational Achievement
In developing tests for the International Association for the Evaluation of Educational Achievement (IEA) survey, methodological problems arose in three areas: curriculum, communication, and culture. Efforts to identify the core of common objectives and the penumbra of distinctive, sometimes partly shared but sometimes unique, goals operated through a system of national and international committees. Each country was given the responsibility of assembling a national committee, each having the task of preparing a national blueprint of content and process objectives that would be appropriate at the specified age or grade levels in that country. Through interaction with national and international committees, items were selected, edited, and assembled into preliminary forms for try-out. Communication was a problem in maintaining the flow of information, materials, and actions out to the participating countries and back to the central coordinating office. In a more specific sense, communication was a problem in the domain of language and translation. Problems involved in the area of culture were semantic and in picking a set of quantitative alternatives giving good differentiation between countries. (Author/RC)

ED 111 882 32 TM 004 850
Clark, Sara H.
Mobile Learning Centers of Minneapolis 1972-73.
Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.; Minnesota State Dept. of Education, St. Paul.
Report No—C-72-58
Pub Date Feb 74
Note—25p.; For a related document, see ED 083 261
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Achievement Gains, Compensatory Education Programs, *Disadvantaged Youth, High School Students, *Mobile Educational Services, Programed Instruction, Program Evaluation, Reading Improvement, *Remedial Reading Programs, *Secondary Education, Student Attitudes, *Teaching Machines
Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Minnesota (Minneapolis)
Self-teaching machines housed in trailer-classrooms were used for the third year to help 331 students in two Minneapolis Title I secondary schools improve their reading skills. A gain of one month or more in grade equivalents (using Gates-MacGinitie tests) for each month of attendance at the centers by at least 50 percent of the students was the specific objective of the project. In 1972-73 the program again more than achieved its goal. Test results showed that 85 percent of the 218 students with gain scores made grade equivalent gains in comprehension greater than gains expected for length of enrollement in the program. The median grade equivalent gain was +1.6 although the students had been on roll for less than half the school year. The project featured the use of TV-like teaching machines and educational materials developed by Dorsett Educational Systems. Machines were housed in two large trailers which were located at Bryant and North secondary schools. Although students operated the machines and tested their own progress at the end of each lesson, assistance was available from the certified reading teacher and paraprofessional who staffed each trailer. Financial support for this project came from Title I, ESEA. Several recommendations, including continuation of the project, were made. (Author)

ED 111 883 TM 004 853
Dees, James W.
Structural Task Analysis--The Bridge Between Selection and Training.
Pub Date [Oct 74]
Note—15p.; Paper presented at the Annual Meeting of the Military Testing Association (Oklahoma City, Oklahoma, October 21-25, 1974); Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—*Intelligence Factors, Military Personnel, Models, *Personnel Selection, *Task Analysis, *Taxonomy, *Test Selection, Test Validity
Identifiers—Guilford Structure of Intellect Model
A procedure for using Guilford's structure of the intellect as the theoretical basis for a task analysis model is presented. It is reasoned that such a model would furnish a bridge between task analysis and test selection, and also a bridge between test selection and test validation. Such a mechanism might answer some fo the EEOC criticisms of psychological testing because of the inherent content validity of the technique. In addition, the technique could be used to produce task analyses of both a job and training for that job. A comparison of the structural task analyses of the job and job training would expose discrepancies where abilities not required on the job are required for training. It might be then possible to modify training to bring the abilities required for training more in line with those required for the job, thus ultimately providing a bridge between task analysis through selection to training. (Author)

ED 111 884 TM 004 854
Nesset, Bonna Faunce, R. W.
Selection of a Mathematics Test for a Citywide Testing Program.
Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
Report No—C-72-36
Pub Date Jan 74
Note—27p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Achievement Tests, *City Wide Programs, Comparative Analysis, Elementary Education, *Mathematics, Teacher Attitudes, *Testing Programs, *Test Selection
Identifiers—*Minneapolis Public Schools
Teacher dissatisfaction with the existing math testing program in the Minneapolis Public Schools (MPS) led to the establishment of the Committee on Citywide Mathematics Testing. The committee was formed to identify tests to be used, grade levels to be tested, and testing schedules. The committee recommended that tests be given in the spring instead of the fall, as before, that tests be given in grades 3, 6, and 8, and that a pilot study be conducted by the Research and Evaluation Department to select one test for each grade from among those tests which had passed the initial screening. Five tests were under consideration at the third grade level (the SRA, the CAT, the Stanford, and the Metropolitan Form F and Primary II), four at the sixth grade level (the SRA, the CAT, the Stanford, and the Metropolitan Form F), and three tests at the eighth grade level (the SRA, the CAT, and the Stanford). The Stanford series was eliminated because testing materials could not be obtained in time for the pilot test. Each of the tests was given in three classrooms. Each teacher administering one of the tests responded to a questionnaire on the test used. Similar ratings were obtained on all the tests for: face validity, reading difficulty, cultural bias, pupil motivation, administration instructions, and interpretation instructions. Based on the limited evidence from this pilot tests, it was recommended that the SRA be selected. (Author/RC)

ED 111 885 32 TM 004 857
Bergeth, Robert L.
Bryant YES Center Student Reading and Math Growth 1972-73.
Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.; Minnesota State Dept. of Education, St. Paul.
Report No—C-72-57
Pub Date Oct 73
Note—21p.; For a related document, see ED 083 267
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Achievement Gains, Achievement Tests, *Basic Skills, Junior High Schools, Junior High School Students, Mathematics, Program Effectiveness, Reading, *Remedial Programs, *Socially Maladjusted, *Supplementary Educational Centers, *Underachievers
Identifiers—Bryant YES Center, *Bryant Youth Educational Support Center, Elementary Secondary Education Act Title I, ESEA Title I, Minnesota (Minneapolis)
The Bryant Youth Educational Support Center (YES) was established in the fall of 1968 to meet the needs of Bryant Junior High students who were socially maladjusted and/or academically underachieving. The primary objectives of the center are to improve basic skills achievement and to modify inappropriate behavior. Approximately 50 students attend the center at one time. Most are 8th and 9th graders although several are 7th graders. The center's students made excellent progress in the basic skills area of reading and math as measured by standardized reading and math achievement tests. Similar results were made during the 1971-72 school year. The YES Center has clearly demonstrated during the past two years that low-achieving students who exhibit antisocial behavior have made good progress in basic skill subjects of reading and math. The center's typical student made vocabulary gains of 1.5 months on the Gates-MacGinitie Test and 2.0 months gain on the Stanford Word Meaning Test for each month they were in the program. On the Gates-MacGinitie Comprehension Test the students made 1.8 months gain for each month in the program. They made 2.2 months on the Stan-

ford Paragraph Meaning Tests for each month in the program. The grade equivalent gain for Arithmetic Computation was 1.8 months gain for each month in the program; for Arithmetic Concepts, 1.8; and for Arithmetic Application, 2.3 months gain for each month in the program. (Author/RC)

ED 111 886 95 TM 004 858
Freeberg, Norman E. Rock, Donald A.
A Vocational Re-Evaluation of the Base Year Survey of the High School Class of 1972. Part 3 Aspirations and Plans of High School Students: The Role of Academic, Social, and Personal Characteristics. Final Report.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Report No—ETS-PR-75-5
Pub Date Feb 75
Contract—OEC-0-73-6806
Note—168p.
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—Analysis of Variance, *Aspiration, *Career Planning, Decision Making, Educational Background, *High School Curriculum, *High School Students, Longitudinal Studies, Parental Background, Questionnaires, Racial Differences, Secondary Education, Seniors, Sex Differences, Social Background, Statistical Analysis, Student Attitudes, *Student Characteristics
This report examines the plans and aspirations of high school students for their educational and vocational future and the influences having a role in shaping those decisions. This is accomplished by use of a large national sample of males and females, along with analyses that incorporate both descriptive and causal approaches. Specific priorities of student choice and the potential influences stemming from family, peers, school, and skill-achievements that shape educational and vocational decisions are described. In addition, assessment is made of the relative contributions of each of those personal-demographic characteristics and causal modes by which they are likely to exercise their impact. Not only should such information provide clues for shaping high school curricula, or individualizing courses and programs, it should also aid in guiding students along more effective educational paths through an understanding of the consequences of their decisions. Thus, a major focus of the analysis is on identifying, where feasible, the comparative differences between plans and aspirations of students enrolled in differing curricula and unique influences that impinge on such decisions for members of each group. (Author/RC)

UD

ED 111 887 UD 015 315
Wayson, William W.
Good Multi-Racial and Multi-Ethnic Inservice Programs for Urban Schools.
Pub Date 22 Feb 75
Note—14p.; Paper presented at the Annual Meeting of the American Association of School Administrators (107th, Dallas, Texas, February 21-24, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Administrative Principles, Administrative Problems, Decentralization, Decision Making, Educational Needs, Educational Policy, Educational Problems, *Inservice Teacher Education, *Intergroup Education, Race Relations, School Administration, *School Integration, *Urban Schools, Urban Teaching
This paper examines urban schools serving minorities, and begins by arguing that inservice development is the greatest need of the American school system, one that needs many things. The time that a teacher spends in effective inservice activity is more important for the future of pupils than the same amount of time spent with those pupils. Though the impact of formal instruction is as ineffective in an inservice progam as it is in most other settings, a program of formal instruction is an integral part of inservice development. It is held that such a program should be designed to supply instruction in specific skills, attitudes, and knowledge that will complement and reinforce the problem-solving in which staff members are engaged in their daily lives. In discussing the informal inservice climate within the school building and of the school district, the paper emphasizes the role of the principal. It is asserted that no other function gives the superintendent so much power to effect improvements in school districts as the power to appoint and assign school principals. Finally, the paper focuses on the importance of responsible problem-solving at the school building level. Four issues seen as vitally affecting instruction in multiracial and multiethnic school districts are briefly dealt with -- integration, isolation, time, and collective bargaining. (Author/JM)

ED 111 888 UD 015 376
Farmer, George L.
Education: the Dilemma of the Oriental American.
University of Southern California, Los Angeles. School of Education.
Pub Date 69
Note—169p.; Best available copy; Some pages may not be clearly legible on reproduction due to the print quality of the original document
Available from—Asian American Studies Library, 142 Dwinelle Hall, University of California, Berkeley, California ($4.50, xerography)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Acculturation, *Asian Americans, Chinese Americans, Community, *Cultural Pluralism, Dropouts, *Educational Problems, Employment, Family Characteristics, Filipino Americans, Housing, Japanese Americans, Korean Americans, Religion, Socialization
Identifiers—*California
This document considers the education of Oriental Americans a dilemma, since the Oriental-American minority is reported to represent proportionately the highest educated group in the U.S., bears a pluralistic and bicultural background, and a long history of having been subjected to restrictions and exploitation in the American West. The main emphasis and the major theme of writing in the document is on education and the community, specifically Oriental American. Three minority groups, Japanese, Filipino, and Chinese (Koreans as a group for study are included only in the summary and conclusion section) living in California are examined in terms of various areas such as historicism, acculturation, contact, competition, accomodation, assimilation, the culture and the family, housing, employment, religion, and education and the dropout. A chronology of dates which lends emphasis to sequence of events is applied in some sections. The summary and conclusion section relies heavily on Arnold G. Holden's "A Typology of Individual Migration Patterns," whose typology was employed to classify the sub-groups into its eight cells. (Author/AM)

ED 111 889 95 UD 015 385
Bonham, Frank
White Like Me: Experiences in Writing for Minority Youth.
Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 75
Note—11p.; Proceedings of Workshop on related materials for ethnic/cultural minorities held by Maryland State Department of Education (Baltimore, Maryland, December 3-4, 1974)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Books, Creative Writing, *Disadvantaged Youth, *Ethnic Studies, Instructional Materials, Language Arts, Media Research, *Minority Group Children, Novels, Reading Difficulty, *Reading Materials, Writing Exercises, *Writing Skills
This speech, a product of the workshop on "Media: Minorities and Sex Stereotyping", is said to be intended to provide a vivid picture of how to write about minorities for minority youth from a "white" point of view. The author attributes his success in writing to the conviction that race is no factor in the dimensions of human joys and despairs, and emphasizes his responsibility toward the reader and the ethnic group written about, regardless of whether he himself is of the same ethnic group or an outsider writing about it. Various specifications said to apply to any good novel for young readers are made: length of 125 to 180 pages, a high excitement level, the use of humor wherever possible, and utilization of mostly inner city characters, background, and setting. The characters and backgrounds used are said to be most important in the creation of minority books used to "turn-on" reluctant readers of various colors and races. (AM)

ED 111 890 UD 015 404
Feagin, Joe R.
Ghetto Social Structure: A Survey of Black Bostonians.
Pub Date 74
Note—155p.
Available from—R & E Research Associates, 4843 Mission Street, San Francisco, California 94112 ($9.00, paper)
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—Black Community, *Females, *Ghettos, Group Structure, Income, Metropolitan Areas, *Negroes, Networks, Social Integration, Social Organizations, Social Relations, *Social Structure, Social Systems, *Surveys, Urban Areas, Urban Environment, Voluntary Agencies
Identifiers—Massachusetts (Boston)
This report on ghetto social structure, surveying a sample of 120 black women from Boston, is an examination of the extent to which black urbanites maintain personal ties within the ghetto area. Nine chapters listed as follows constitute the document: social organization in the black ghetto; Boston-the city and the sample, primary social ties, voluntary associations, tertiary participation, the relationship between social integration indices, income, status, and social participation, and a summary with conclusions. The sample interviewed was said not to fit into the stereotype of the isolated ghetto dweller who has no concern for, or contact with his or her fellow residents. It pointed to the importance of both the kinship system and that of other primary ties such as friends and neighbors. Two logical and important extensions to this urban network research are said to include a study of the social networks moving out beyond the individual black respondent and her immediate circle of friends and relatives, and a controlled longitudinal mobility research study of black families in alternate housing--with an interview before the move and followed by a series of repeated interviews subsequent to the move. (Author/AM)

ED 111 891 95 UD 015 413
State Compensatory Education Programs.
Office of Education (DHEW), Washington, D.C.
Report No—DHEW-OE-75-07107
Pub Date 75
Note—79p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.40)
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Bilingual Education, *Compensatory Education, *Compensatory Education Programs, Culturally Disadvantaged, Disadvantaged Youth, Economically Disadvantaged, *Educationally Disadvantaged, Elementary Grades, Federal Aid, Federal Programs, Language Handicapped, Secondary Grades, State Aid, *State Programs
Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I
Nineteen states are covered in this report on state compensatory education programs, examining the status of state financed compensatory education programs established during the last decade through the passage of Title I of the Elementary and Secondary Education Act. Programs discussed are stated to be limited to those designed for elementary and secondary level children with educational disadvantages caused by economic, cultural, and/or linguistic problems; programs for mentally, physically, or emotionally handicapped children are not included. The discussion is stated not to follow a standard format, due to the differences in state guidelines requirements as to the type of data to be submitted. Among the states included in the ongoing programs section are California, Connecticut, Massachusetts, Michigan, Pennsylvania, and New York. Two other chapters examine expired programs and anticipated programs, with a final chapter providing a directory of persons responsible for each of the programs discussed in this report. (Author/AM)

ED 111 892 UD 015 414
Keniston, Kenneth
Do Americans Really Like Children? Draft -- Position Paper.
Pub Date 23 Mar 75
Note—36p.; Paper presented at the annual meeting of the American Ortho-psychiatric Association Meeting (Washington, D.C. March 23, 1975)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*American Culture, American Studies, Child Advocacy, Child Rearing, *Children, *Child Welfare, Civil Rights, *Economic Change, *Economic Climate, Economic Disadvantagement, Equal Education, Family Environment, Family Involvement, Family Structure, Handicapped, Minority Group Children, Race Influences, Socioeconomic Influences
This position paper explores American underdevelopment in the area of policy formation concerning children and families. Three pressing problems believed to be faced by American children and their parents are presented and discussed. These are: (1) the depopulation of the family, said to be largely attributable to the changes, assumptions, and newly generated demands for consumption, and not to the faults of individual parents; (2) the intellectualization of the child, said to originate in the nature of the American economic system and its influence on the school systems -- quantifying, measuring, and using these measurements to perpetuate the relative positions of existing groups in the society; and, (3) the problem of perpetuation of exclusion, siad to affect children characterized by the four factors of race, poverty, handicap, and parents overwhelmed by life. This last problem is discussed and explained in terms of the economic system. A final section on individual uplift and social change concludes by underlining the posited contrast between individual blame and uplift, and the need for social and economic change. (Author/AM)

ED 111 893 UD 015 426
Radford, W. C. Wilkes, R. E.
School Leavers in Australia 1971-1972.
Australian Council for Educational Research, Hawthorn.
Pub Date May 75
Note—106p.; Australian Council for Educational Research (ACER) Research Series, No. 96
Available from—Australian Council for Educational Research, P.O. Box 210, Frederick Street, Hawthorn, Victoria 3122, Australia ($7.50)
Document Not Available from EDRS
Descriptors—*Academic Achievement, Age, *Dropout Characteristics, Dropout Programs, Dropout Rate, Dropout Research, *Dropouts, Fathers, Individual Characteristics, Occupations, Regional Schools, Rural Schools, Rural Urban Differences, *Surveys, Urban Schools, Youth Problems
Identifiers—*Australia
This study presents survey data for 1971-72 on young Australian people aged 15-24 who leave school. Members of the armed forces, diplomatic personnel, the institutionalized, and those reported as permanently unable to work are not included. Data are collated on slightly less than 110,000 dropouts, and do not represent the detail sought by many concerning this population. Nine chapters, as follows, constitute the study: the enquiry and the data, age at leaving, grade at leaving, time of leaving, estimated ability and destination, and a concluding statement in which differences between sexes, between regions, between types of schools, and in father's occupation are examined. Tables appended present summaries of detailed tabulations. Among other findings, the report is said to confirm the apparent disproportion between percentages of children from professional and semi-professional homes and from semi-skilled and unskilled homes entering occupations or destinations of differing social status, or requiring different levels of education for entry and leading to different levels of living. (Author/AM)

ED 111 894 UD 015 427
Rowe, G. Dwight
Educational Outcomes Associated With Ethnic Changes in School Populations.
Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.
Pub Date 1 Apr 75
Note—27p.; Paper presented at the Annual Meeting of the American Education Research Association (Washington, D.C., April 1, 1975)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Academic Achievement, Demography, *Ethnic Distribution, Indians, Mathematics, Migration, *Minority Group Children, Negroes, Open Enrollment, Reading Achievement, School Integration, Spanish Americans, *Student Distribution
Identifiers—Wisconsin (Milwaukee)
This document examines the data on changes in the ethnic composition of the schools in Milwaukee, and relates them to student achievement. A consideration of the relationship of ethnicity and academic achievement is said to entail six questions as follows: how ethnic proportions of pupils have changed over a ten-year period; their patterns of achievement in reading and math during an eight-year period; the relationship between percent of minority in school and reading/math achievement; whether the strength of the relationship changes with an increase in proportion of minority pupils; whether the rate of change in ethnicity affects the proportion of the relationship; and the extent to which open enrollment serves as voluntary desegregation or resegregation. Minority subgroups included American Indian, black, Asian, and Spanish-surnamed children. Findings of the study noted an increase in the number of minority pupils with a decrease of non-minority pupils in the ten-year period. Open enrollment is said to have had a slight effect in increasing segregation. Although achievement in reading and math are said to have decreased, a reduced rate of decrease had been found. A double proportion of minority students in the eight-year period had not been found to increase the strength of the relationship between proportion of minority students and achievement, and rate of change in ethnicity not found to show a stable relationship with the variable of student achievement. (Author/AM)

ED 111 895 UD 015 428
Emergency Services Research and Demonstration Project, October 1972 - October 1973.
Marion County Community Coordinated Child Care (4-C) Policy Committee, Indianapolis, Ind.
Pub Date 74
Note—71p.; Appendices K-1 and K-2 may not be clearly legible on reproduction due to the print quality of the original document
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Child Care, Community Agencies (Public), *Disadvantaged Groups, Disadvantaged Youth, Educational Needs, *Emergency Programs, Family (Sociological Unit), Followup Studies, Health Needs, Individual Needs, Information Services, *Inner City, Neighborhood Centers, Referral, *Research Projects, *Social Welfare, Welfare Agencies
Identifiers—Crisis Situation, Indiana (Indianapolis), Project Emergency Services Research Demonstration
This final report describes a project developed to service inner-city neighborhood families in crisis by establishing a central referral services where families could go for help. A second goal is the provision of 24 hours a day, seven days a week care for children in a neighborhood based facility --which also provides other emergency forms of assistance, as required. Four sections focus on the geographical area, population of area, methodology, and a services summary describing areas such as shelter, clothing, medical, and fuel -- how they were used, and their advantages and disadvantages. Two additional summaries, providing statistical and financial data and fourteen tables, are also included. Through the coordination efforts of neighborhood agencies, organizations, and individuals, the project is said to have established and maintained neighborhood services and care for families and children effectively -- in addition to extensive record keeping for families served, and follow-up services and supplementary services such as employment, referrals, and baby-sitting. (Author/AM)

ED 111 896 32 UD 015 429
Shore, Robert E.
Title I, ESEA, Evaluation Report, FY74 [Bethel Primary School, Bethel, Alaska].
Alaska State-Operated Schools, Anchorage.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
Pub Date 1 Jul 74
Note—72p.; Parts of this document may not be clearly legible due to the print quality of the original document
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Academic Achievement, Community Involvement, *Compensatory Education Programs, Disadvantaged Youth, Family Involvement, *Federal Programs, Grade 1, Grade 2, Grade 3, Kindergarten, *Program Evaluation, Reading Achievement, Reading Programs, School Involvement
Identifiers—Alaska (Bethel), Bethel Diagnostic Prescriptive Reading Program, Elementary Secondary Education Act Title I, ESEA Title I, Project Staff Development
This evaluation report for the Diagnostic and Prescriptive Reading Program provides program description and statistics for fiscal year 1974. Several sections listed as follows, constitute the report: project statistics, dissemination of project information and data, major problem areas, interrelationship of Title I with other federal and state programs, public school participation, non-public school participation, general evaluation of the project, state department of education, project staff development, pre- and in-service training, evaluation of objectives and narrative evaluation, summary, and conclusions. This last section covers topics such as attendance, class participation, behavior, educational and reading achievement, changes in administrative structure, curriculum, and teaching methods, community and parent involvement, recommendations concerning future of Title I projects, and evaluation of Title I in bringing compensatory education to non-public school children. In the appendices are included definitions for Bethel Title I, suggested standards for student aides, and a Bethel Primary Evaluation Chart. (AM)

ED 111 897 UD 015 431
Edelman, Murray
The Language of Participation and the Language of Resistance.
Wisconsin Univ., Madison. Inst. for Research on Poverty.
Report No—IRP-DP-265-75
Pub Date Mar 75
Note—31p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Authoritarianism, *Citizen Participation, *Conflict Resolution, Decision Making, *Economically Disadvantaged, Institutionalized (Persons), Language Planning, *Language Styles, Lower Class, Participant Involvement, *Policy Formation, Socialization, Social Problems, Sociolinguistics
This paper holds that the outcomes of formal procedures between low-status groups and those in authority over them are largely symbolic or marginal in character. Language and gestures are said to define the involvement of these groups with authorities either as joint participation in policy making or as conflict. Whether a political action is perceived as either a form of participation or as a form of conflict is said to depend on linguistic and gestural categorization. This dichotomy is stated to hold far-reaching consequences for public support or opposition to regimes, and compliance with or resistance to rules. The poor are seen to lack informal sanctions that confer influence, but can threaten elites by causing disorder-a political weapon which the poor renounce on becoming politicized. Among the topics discussed are private versus public issues, politicization as co-optation, influences versus ritual, the use of disorder, the structuring of perception through politicization, intense politicization, clarification and blurring of adversary relations, and antipolitics. (Author/AM)

ED 111 898 24 UD 015 443
Rist, Ray Charles, Jr.
The Socialization of the Ghetto Child Into the Urban School System.
Washington Univ., St. Louis, Mo. Social Science Inst.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2771
Pub Date Jun 70
Contract—OEC-3-7-062771-2714
Note—521p.; For related report, see ED 061 395
EDRS Price MF-$0.92 HC-$26.02 Plus Postage
Descriptors—American Culture, Disadvantaged Youth, *Ghettos, Labeling (of Persons), *Lon-

gitudinal Studies, *Minority Group Children, Negroes, Public Schools, *Socialization, Urban Environment, *Urban Schools
Identifiers—Missouri (Saint Louis)
Both participant and non-participant observation were used to analyze longitudinally a single group of black ghetto children in their school, homes, and with their friends. A basic goal of the study is said to consist in accounting for the educational experience of children over time. Two beginning chapters describe public schools and American society, and the methodology of the study. A third chapter on the St. Louis public schools provides a backdrop from which is analyzed the activities of an individual classroom within the system. An introduction to the Attucks School follows, along with a description of its social and cultural milieu. Four subsequent chapters which follow are said to demonstrate the impact of teachers' expectations, initially based on a series of subjectively interpreted social criteria for both the anticipated academic potential and subsequent differential treatment accorded to students perceived as having dissimilar social status. A final chapter on black children in a public school provides a summary, conclusions, considerations for innovation (policy and programs), and the perceptions of low-income children. Appendixes and a bibliography are included. (Author/AM)

ED 111 899 UD 015 444
Bisard, Michael W.
Final Report on the Youth Service Agency [the City of Rock Hill, South Carolina].
Rock Hill Planning and Management Dept., S.C.
Spons Agency—Children's Bureau (DHEW), Washington, D.C.
Pub Date Apr 74
Note—38p.; Exhibits I and VI (three pages)have been deleted from this document for reproducibility reasons
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Advisory Committees, Community Programs, Community Relations, Community Services, Community Support, Delinquency Prevention, Delinquent Rehabilitation, Drug Education, Program Coordination, *Program Descriptions, *Program Evaluation, Social Services, Tutorial Programs, *Youth Agencies, Youth Employment, Youth Problems, *Youth Programs
Identifiers—South Carolina (Rock Hill), *Youth Service Agency
This final report contains an overall assessment of progress toward goals, a listing of positive and negative results, estimates of total project costs, man-years, and future, and an evaluation of the six project components for a comprehensive youth determined program in South Carolina, the Youth Service Agency. This program is said to have been established to involve youth in government and social decision-making processes in order to reduce the incidence of youth crime and delinquency and to provide employment and other self-improvements. The broad goals of the agency are said to consist of advocacy, coordination of services, and institution of new programs. Among the significant results listed are a decreased incidence of drug abuse, a raised level of youth employment, and an increased input of young persons to organizations having effect on youth. An unsuccessful resolution of the conflict between the agency's commitment to advocacy and the city's lack of desire to be associated with what were stated to be "politically sensitive" issues is listed as a negative finding or shortfall. A list of tables, exhibits, and graphs (including among others, a flow chart analysis of problems and problem causes, a summary of program approaches, and a project description) are included. (Author/AM)

ED 111 900 95 UD 015 445
Lindsey, Randall B.
Annual Technical Progress Report for Emergency School Assistance Program, Title 45, 1970-71.
Kankakee School District 111, Ill.
Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C.
Pub Date 71
Grant—OEG-5-71-0019
Note—94p.; Several pages of illustrative materials in "Attachment B" to this document have been deleted for reproducibility reasons
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Academic Achievement, Childhood, Community Information Services, Grade 4, Grade 5, Helping Relationship, Information Networks, Minority Group Children, Organizational Change, *Peer Counseling, Racial Differences, *Remedial Instruction, School Environment, School Integration, *Self Concept, Self Esteem, *Telephone Communication Systems, Youth Problems
Identifiers—Emergency School Assistance Program, Have A Student Help Program, Illinois (Kankakee), Mobile Learning Unit Program
This paper presents a technical progress report of two programs conducted with funds provided under the Emergency School Assistance Program. One, the Mobile Learning Unit, said to have been designed to measure changes in fourth and fifth grade students' self-concept in a reorganized desegregated school environment, focuses on whether a positive self-concept comes (1) from a decrease of academic deficiencies through remediation procedures or from a program designed to increase success identities; (2) from neither of these; or (3) from both of these treatments. Results did not support either treatment, yet the self-concept changes were stated to be encouraging. The other program consists of a telephone hotline said to have been designed to allow students who have problems to telephone a central location and receive advice and direction with some degree of anonymity. The assumption that pre-adolescents are more apt to talk to an unknown peer was proven invalid. Hotline helpers were found to be unable to relax enough to calmly discuss the caller's problems in depth. The program as operating under its present structure was not recommended for continuation. (Author/AM)

ED 111 901 UD 015 448
In-Service Education of Teachers in Multi-Racial Areas. An Evaluation of Current Practice.
Community Relations Commission, London (England).
Pub Date Oct 74
Note—58p.
Available from—Community Relations Commission, 15-16 Bedford Street, London WC2E 9HX ($1.26, paper)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Bilingual Education, *Case Studies (Education), Cultural Differences, English (Second Language), *Ethnic Groups, Inservice Courses, *Inservice Education, *Inservice Programs, Inservice Teacher Education, *Minority Group Children, Racial Differences, Racial Recognition
Identifiers—England
This booklet contains information about what is happening in the field of in-service training in a multi-racial society in England at the present time, as gathered by means of discussions with teachers and with those concerned with the provision of courses. A rationale for in-service training in the context of the under-achievement of children from minority ethnic groups is provided. There is also a discussion of four basic ideas agreed upon by the discussants to represent the range of present provisions: those of diversity, school oriented courses, training trainers, and resources. The booklet is also said to provide some evaluation of the differing purposes and influences of the various courses which have taken place through a presentation of five case studies. A need for diversity of provision within in-service training, and clarification of purpose and implication of each type of course are among the needs identified by the conclusions. Seven recommendations, among which is the need for interaction between school management and total staff, are made. Appendices include those on resources, the extent of the inquiry, statistical distribution of immigrants, and course programs. (Author/AM)

ED 111 902 UD 015 450
Caselli, Ron, Comp.
The Minority Experience: A Basic Bibliography of American Ethnic Studies. Revised and Enlarged Edition.
Sonoma County Superintendent of Schools, Santa Rosa, Calif.
Pub Date Apr 75
Note—106p.; For the first American Ethnic Studies Bibliography, see ED 038 221; Some pages may reproduce poorly due to paper color of original document
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—*African American Studies, American Indians, Asian Americans, *Bibliographies, Chinese Americans, *Ethnic Groups, *Ethnic Studies, Filipino Americans, Italian Americans, Japanese Americans, Jews, Mexican Americans, *Minority Groups, Polish Americans
Identifiers—Euro Americans
Approximately 1500 books published between 1940 and 1974 constitute this revised edition of the 1970 minority experience bibliography. It is said to be directed at teachers in inservice activities and students of American minority groups. Afro-Americans and native Americans are covered with additional sections on the Asian-American, Euro-American, and Mexican-American subgroups incorporated into this edition. Most citations are said to have been included to provide a historical approach to current problems. Specific disciplines such as anthropology, literature, sociology, economics, history, and psychology reflect concern in many areas of inquiry such as civil rights, black power, race issues, immigration, social systems, socialization, bilingualism, and religion. (AM)

ED 111 903 UD 015 451
An Evaluation of the 1972-1973 Guggenheim Museum Children's Program "Learning to Read Through the Arts". ESEA Title I Program.
New York Univ., N.Y. Center for Field Research and School Services.
Spons Agency—New York City Board of Education, Brooklyn, N.Y.
Pub Date Jul 73
Note—53p.; Function No. 09-31699
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Art, Art Appreciation, *Art Education, Aspiration, Culturally Disadvantaged, Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, Federal Programs, Inner City, *Minority Group Children, Museums, *Program Evaluation, Reading Ability, *Reading Improvement, Reading Skills, *Remedial Reading, Self Concept
Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, Learning to Read Through the Arts Program, New York (New York)
This evaluation focuses on a comprehensive arts and reading enrichment program for socially and economically deprived inner city adolescents who are performing two years below grade level in reading and/or mathematics. One hundred children participated in this six month program considered to be strongly oriented toward reading improvement. A program description is followed by a listing of program objectives, which focus on the improvement of reading and reading skills through motivation and interest in the arts, and on correction of reading weaknesses by workshops devoted to reading. Methods and procedures used in conducting the evaluation follow. The program is considered to exceed the requirements of its stated objectives, particularly in terms of reading improvement scores. Several conclusions are drawn from the evaluation. Among them are that it is possible to effectively teach reading in a program focusing on the arts, and possible to enhance attitudes toward academic subjects, along with aspirations and self-concepts, through this program of instruction. A series of recommendations made include continuation and extension of program to a year-round five-day basis and the initiation of additional programs patterned on the present program. (Author/AM)

ED 111 904 UD 015 453
Davis, Flora Powell
A Study of the Relationship Between the Level of Nutritional Consumption and the Education, Income, and Family Size of Selected Poor Families in Atlanta, Georgia.
Pub Date Jul 75
Note—125p.; Ph.D. Dissertation, Walden University
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—Consumer Education, *Doctoral Theses, Eating Habits, Economic Disadvantagement, *Educational Background, *Family Income, Family Life, Family Life Education, Family Resources, Food, Food Standards, Health Education, *Nutrition, Nutrition Instruction, Socioeconomic Status
Identifiers—*Family Size, Georgia (Atlanta)
The stated objectives of this study were to determine: (1) the differences in knowledge of

nutrition, of income, and of family size in the upper and lower strata families; (2) the shopping practices of families; (3) average weekly food expenditures; (4) mean educational level; and (5) differences in the mean weekly food expenditures -- a comparison of the national norm mean and the standard set for this study. Findings reveal that 33 percent of the families with adequate money expenditure on food had inadequate diets, while 77 percent of the families require larger expenditures to provide adequate diets. Families with the lowest per capita incomes were found to have the most inadequate diets. Most diets were below recommended allowances of fruits, vegetables, milk, bread, and cereals. Inadequate nutrition was stated to be related more to lack of use of knowledge than to lack of knowledge itself, and to family size rather than to amount of money income. Recommendations included that further research be conducted with these families regarding dietary behavior and the application of nutrition education. (Author/AM)

ED 111 905 UD 015 455

Report on Review of Progress in Selected States in Meeting Special Educational Needs. Title I of the Elementary and Secondary Education Act of 1965.

Department of Health, Education, and Welfare, Washington, D.C. HEW Audit Agency.

Pub Date 74

Note—21p.; Two pages of tabulated material have been deleted from this document for reproducibility reasons

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Cost Effectiveness, Disadvantaged Youth, Educationally Disadvantaged, *Educational Programs, Federal Aid, Federal Programs, Financial Support, Minority Group Children, Program Costs, *Program Effectiveness, *Program Evaluation, Program Improvement, State Agencies, State Federal Aid

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

This report presents an analysis of and conclusions (based on audits of projects) on the progress being made by state educational agencies (SEA's) in assuring that local educational agencies (LEA's) are designing and implementing projects to meet the needs of educationally deprived children. Two considerations are said to have been employed in reviewing the effectiveness of SEA practices: the extent to which Title I funds are used for high priority educational needs and the extent of improvements due to the use of funds. Although variations among the 14 states reviewed are found, a pattern of change for the better is stated to exist, perhaps due to clearer guidelines from the USOE, more effective Federal and SEA monitoring processes, and better familiarity and acceptance of the requirements of the program by many SEA's. Further improvement is considered to be necessary as 12 percent of Title I funds are still not being used for high priority needs. Recommendations include (1) closer monitoring of procedures used by SEA's in reviewing and approving projects, along with on-site monitoring; and (2) requiring SEA's to provide LEA's with information and training on the requirements for educating deprived children. (Author/AM)

ED 111 906 UD 015 456

A Report on the ESEA Title III Program in Maryland, 1965-1975.

Maryland State Dept. of Education, Baltimore. Div. of Compensatory, Urban, and Supplementary Programs.

Pub Date 30 Jul 75

Note—35p.; State Board Exhibit (Maryland State Department of Education, Baltimore, July 30, 1975)

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Career Education, Compensatory Education Programs, *Demonstration Projects, Early Childhood Education, *Educational Innovation, Educational Needs, Federal Aid, *Federal Programs, Handicapped, Human Relations, Minority Group Children, *Program Evaluation, Reading Instruction, Teacher Certification, Teacher Education

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III, Maryland

This document reviews the impact of ESEA Title III programs on education in Maryland. Priority areas of concern established by the State Board of Education are identified as human relations, early childhood education, reading, improved teacher preparation and teacher certification, and career education. Nine programs are described under state plan projects said to meet these critical educational needs. A section on currently operating projects focuses on areas of the State Board of Education priorities and federally mandated areas. It categorizes 24 projects among human relations, early childhood education, and reading. While complete evaluation data is not available for new projects, a sense of direction is said to be indicated for those in operation for two years. One additional program in early childhood education, said to have been funded for representing an area of national concern, is also described. The biggest impact of Title III on Maryland is held to consist in the advancement of early childhood education and education for the handicapped. Projects are summarized in chart form and appear in the appendix. The appendix also includes information on state educational needs considered critical and on project funding in priority areas. (AM)

ED 111 907 UD 015 457

Outside Educational Evaluation of the Emergency School Assistance Program. Interim Report.

RMC, Inc., Bethesda, Md.

Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Pub Date 15 Apr 71

Contract—OEC-0-71-0845

Note—105p.; Two pages of tabulated material, Tables 4-2 and 4-4, have been deleted from this document due to the print size in the original document

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors—*Evaluation Methods, Evaluation Needs, *Federal Programs, Interviews, Measurement Techniques, Program Effectiveness, *Program Evaluation, Public Schools, *Racial Integration, School Integration

Identifiers—*Emergency School Assistance Program, ESAP

This progress report describes study objectives, research design, field survey activities, and analysis plans for the evaluation of the Emergency School Assistance Program (ESAP), a federal program to aid local educational agencies in bringing about racial desegregation of their public school systems. A need for evaluation is explained in terms of gathering information and guidelines for policy decisions about ESAP, of providing inputs to the legislative process, and of meeting the requirements established by ESAP for an independent evaluation. After a descriptive introductory section, subsequent chapters present the development of the study effort through December 1970. Among the topics covered are a discussion of the Phase I evaluation and data collection plans, an analysis plan for Phase I survey data, the Phase II effort, current (1970) status, and evaluation plans. Tabulations that are part of Phase I analysis plan and a draft of a questionnaire to be mailed to the Bi-Racial ESAP Advisory Committee are contained in the appendixes. (AM)

ED 111 908 UD 015 459

Mann, Dale

Ten Years of Decentralization: A Review of the Involvement of Urban Communities in School Decision-Making.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; Educational Testing Service, Princeton, N.J.

Pub Date 75

Note—21p.; IRCD Bulletin, Vol. 10, No. 3, Summer 1975

Available from—Institute for Urban and Minority Education, Teachers College, Columbia University, New York, N.Y. 10027 ($1.00)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Academic Achievement, Community Control, *Community Involvement, Community Support, *Decentralization, *Decision Making, Democratic Values, Parent Participation, Politics, School Community Relationship, School District Autonomy, School Involvement, Student Participation, Student School Relationship, *Urban Areas

Identifiers—Institutional Responsiveness

This document reviews the consequences of urban community involvement in school decision making. Areas concerning educational decisions, shared as goals by lay communities and school people, are considered to be: institutional responsiveness, affective and material community support to schools, educational achievement, and the democratic principle (said to express the norm in this society that people affected by public institutions should participate in their governance). Four paths through which involvement may affect educational achievement (believed to be the most important shared goal) are cited: existing evidence to support the paths of parent self-efficacy; institutional/child congruence; community support; and, student self-efficacy. Speculations about needed additional research are also made. (Author/AM)

ED 111 909 UD 015 460

Sturges, Jack

An Evaluation of the New Orleans Education Improvement Project.

Dillard Univ., New Orleans, La.; New Orleans Education Improvement Project, La.; Orleans Parish School Board, New Orleans, La.; Tulane Univ., New Orleans, La.

Spons Agency—Ford Foundation, New York, N.Y.; Southern Association of Colleges and Schools, Atlanta, Ga.

Pub Date Mar 71

Note—94p.

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—Academic Achievement, Early Experience, *Educational Improvement, Family Background, Inservice Programs, *Instructional Improvement, *Minority Group Children, Negro Youth, Parent Attitudes, Parent Teacher Conferences, *Program Evaluation, Teacher Attitudes, Teacher Response

Identifiers—Louisiana (New Orleans), *New Orleans Education Improvement Project, NOEIP

This report describes and evaluates a five year program to improve the educational opportunities for underprivileged children using instructional efforts that included school community interaction, teacher aides, small group instruction, a variety of instructional aids, and educational consultants. The project is said to place top priority on language arts, especially reading. Information and data used in evaluation utilized both quantitative and qualitative measures such as standardized achievement tests, questionnaires, and interviews. The instructional improvement efforts are said to have resulted in significantly higher achievement of children enrolled in the target schools. Those children enrolled in preschool experiences sponsored by the project also had a higher degree of achievement in elementary school than did comparable children not provided such preschool experiences. Positive influences on teacher attitudes and performance are reported. The overall evaluation is stated to be positive but more systematic efforts to evaluate the impact of the project desirable. (Author/AM)

ED 111 910 95 UD 015 461

Moody, Charles D., Sr., Ed. And Others

A Look at the Education of Teachers: Preservice and In-service. Conference Proceedings.

Michigan Univ., Ann Arbor. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Contract—OEC-5-73-0068

Note—110p.

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors—*Conference Reports, *Demonstration Projects, Inservice Programs, *Inservice Teacher Education, *Institutes (Training Programs), Mental Health, Models, *Preservice Education, Staff Improvement, Staff Utilization

Identifiers—Multicultural Education, Multiethnic Education

These conference proceedings are divided into two parts: (1) teacher training institutions and the need for multicultural education, and (2) models that have been developed to facilitate staff training and development. Papers presented in the first section are said to indicate that preservice education in the area of multicultural education at teacher training institutions has not been ideal. Among articles included are a legal perspective on multiracial education, exemplary programs, cultural awareness in teacher training, and the need for multicultural education in teacher training institutions. The second section is said to be based on the experiences of practitioners in various disciplines and at various levels of the educational hierarchy. Among the topics discussed here are an inservice model built on mental health concepts, a systematic approach to

staff development, a systems approach to professional growth and development, and as inservice model for professional growth. (Author/AM)

ED 111 911 95 UD 015 462
Moody, Charles D., Sr., Ed. And Others
Student Behavior, Rights and Responsibilities and the Fair Administration of Discipline. Conference Proceedings, April 1-2, 1974.
Michigan Univ., Ann Arbor. School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 30 Sep 74
Contract—OEC-5-73-0068
Note—307p.
EDRS Price MF-$0.76 HC-$15.86 Plus Postage
Descriptors—*Civil Rights, Court Litigation, *Discipline Policy, Discipline Problems, Due Process, Equal Education, *Equal Protection, School Attendance Legislation, School Law, *Student Behavior, Student Publications, Student Records, *Student Rights, Student School Relationship
These conference proceedings explore three major themes on student rights and responsibilities in public secondary schools, with the stated intent of facilitating progress toward an integrated school environment in which each student is (1) encouraged by a multiracial staff to participate fully, and (2) made to feel welcome as an equal member of the school. The first section examines the fair administration of disciplines and includes such topics as psychological perspectives, a principal's viewpoint, and the politics of administering a student discipline code. Under the general rubric of the present scope of school authority and student rights, the second portion considers various substantive and procedural issues such as changes in special education, student records, fact finding techniques, attendance policies, alternative placement, due process, police-school contacts, juvenile courts, and public schools. Three models focusing on curriculum, school policies, and inservice training are introduced and described in detail in the final portion of this report. The latter portion encompasses the area of educating the school community about school authority and student rights. A comprehensive appendix, that incorporates various legal and federal reference sources on matters of student rights and responsibilities for school, students, and staff, is provided. (Author/AM)

ED 111 912 UD 015 467
Grove, Cornelius Lee Neal, Comp.
The Intensively Annotated Bibliography on Cross-Cultural Problems in Education.
Columbia Univ., New York, N.Y. Inst. of International Studies.
Pub Date Sep 75
Note—50p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Annotated Bibliographies, Biculturalism, Bilingual Education, *Cross Cultural Studies, *Cultural Differences, *Cultural Education, *Educational Anthropology, *Educational Problems, Intercultural Programs, Linguistics, Nonverbal Communication, Verbal Communication, Visual Perception
One hundred and twenty-five items are compiled in this bibliography which lists profitable books and where they can be located, and which gives descriptions of document content. The quality of the material referenced is judged by the use of one, two, or no asterisks denoting material judged to be very best, better than good, and good respectively. A method of citing references is used in which the title of the specific material about which the annotation is written and the title of the larger volume containing that material are differentiated through capitalization and underscoring. An arbitrary signal system using capital letters arranged to the left of each annotation enables the user with specialized interests to locate items. The bibliography lists documents that deal with problems in human interaction due to differences in cultural background and specifically those that relate cross-cultural differences to the educational process in a school setting. Among the topics dealt with are language and linguistics, bilingual education, pre- and inservice education, nonverbal education, visual perception, cultural patterns, testing non-mainstream children, and international exchange programs. (AM)

ED 111 913 32 UD 015 468
John, Thomas
Evaluation of the ESEA Title I Program of the Public Schools of the District of Columbia, 1973-1974. Final Report.
Associate Control, Research and Analysis, Inc., Washington, D.C.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.; District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date 30 Nov 74
Note—353p.
EDRS Price MF-$0.76 HC-$18.40 Plus Postage
Descriptors—*Compensatory Education Programs, Cost Effectiveness, Cultural Enrichment, Disadvantaged Youth, Educationally Disadvantaged, Elementary Schools, Federal Programs, Parent Participation, Private Schools, *Program Effectiveness, *Program Evaluation, *Public Schools, Secondary Schools, Staff Improvement, Standardized Tests, Test Results
Identifiers—Competitive Partnership Program, *District of Columbia, Elementary Secondary Education Act Title I, ESEA Title I, Special Education Learning Centers
This evaluation determines program effectiveness based on the program's stated objectives in order to make recommendations to strengthen ESEA Title I programs, and to provide a data base that could be useful in decision-making and management. Data collected include both field data and previous evaluation data. Major findings and recommendations in the areas of test results, public elementary schools, public secondary schools, nonpublic schools, cost effectiveness of the Competitive Partnership Programs and the Special Education Learning Center, staff development, parental involvement, and special projects are given in detail. ESEA Title I programs of the public and nonpublic schools of D.C. are stated to meet or exceed their objectives in raising achievement levels of students. The concept of staff development designated as the total team approach is considered to be excellent but not practiced widely. The parental involvement component of the program is found to be moving in the direction of increased involvement of both parents and other community people. Appendixes include questionnaires and interview schedules used in the evaluation. (AM)

ED 111 914 32 UD 015 469
Bien, Jeanne
Instructional Centers Hartford Nonpublic Schools. An Evaluative Report, 1974-1975.
Hartford Public Schools, Conn.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
Pub Date Aug 75
Note—59p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Academic Achievement, Basic Skills, Communication Problems, *Compensatory Education Programs, Culturally Disadvantaged, Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, Federal Programs, *Instructional Programs, Language Handicapped, Language Skills, Minority Group Children, *Private Schools, *Program Evaluation, Remedial Instruction, Self Concept, Student Attitudes
Identifiers—Connecticut (Hartford), Elementary Secondary Education Act Title I, ESEA Title I
This evaluation provides a project description, principal objectives, a listing of activities and services, and aspects of communication of eight nonpublic school centers providing supplemental instruction in corrective reading, language, and mathematics to students deficient in these areas because of economic, linguistic, or environmental isolation. Standardized test results show an increase in academic achievement. Other successful outcomes include improvements in communication, program expansion to meet diagnosed individual needs, improvements in pupil self-image and attitudes, and supplementary assistance to students through paraprofessional support. Among the problems listed are student frustration resulting from failure to achieve in a group situation what is successfully gained in an individualized center; problems in scheduling, especially for grades 7 and 8; and below average mean grades despite general growth. Recommendations include staff orientations to clarify programs and to improve scheduling, areevaluation of services offered in grades 7 and 8, and selection of new test measures in language arts specifically for grade 1 students, for foreign background students, and for the high school center. (AM)

ED 111 915 32 UD 015 471
Texley, Lloyd C. Dvorak, Ronald C.
Omaha Public Schools Multiple Activities Program: An Evaluation. ESEA Title I, September 1974 to June 1975.
Omaha Public Schools, Nebr.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.; Nebraska State Dept. of Education, Lincoln.
Pub Date Jun 75
Note—95p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Counseling Programs, Curriculum Development, *Educational Disadvantagement, Instructional Materials Centers, *Instructional Programs, Mathematics, Minority Group Children, *Program Evaluation, Psychological Services, Public Schools, Reading Centers, Reading Improvement, Reading Programs, Reading Skills, *Supplementary Education
Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Nebraska (Omaha)
This report evaluates various programs considered to have been designed to supplement instructional programs for educationally disadvantaged children through curriculum development, especially in reading. Programs involving media centers, mathematics, reading, reading aids, high intensity learning centers, psychological services, primary high intensity learning centers, supportive counseling, community aids, and supportive reading and mathematics for institutions are described in terms of their objectives and how the latter are met. Each activity is said to have been planned to complement other activities and the total school program, in an effort to serve children and youth whose achievement levels are not up to par with their abilities. (AM)

ED 111 916 UD 015 472
Leigh, Duane E.
Male Occupational Mobility Between 1965 and 1970: Evidence from the 1970 Census. Discussion Papers No. 284-75.
Wisconsin Univ., Madison. Inst. for Research on Poverty.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Report No—IRP-DP-284-75
Pub Date Aug 75
Note—27p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Academic Achievement, Career Change, Career Ladders, Caucasians, Census Figures, *Economic Research, Employment Opportunities, Geographic Location, Industry, *Males, Negroes, *Occupational Mobility, Population Trends, Promotion (Occupational), *Racial Differences, *Racial Discrimination, Relocation, Vocational Education
This study addresses questions such as (1) the extent to which formal training determines occupational mobility, (2) evidence of racial differences in the returns to formal training in terms of occupational advancement, (3) importance of structural factors representing labor market segmentation in determining occupational mobility, (4) the impact of employer shifts on occupational advancement, (5) existence by race of differential returns to mobility between firms. Results indicate a strong relationship between occupational advancement and formal vocational training for both racial groups. Structural factors represented by initial industry and region of residence are found to have little or no effect on advancement. A more important factor is considered to be the white-black difference in endowment of education. No evidence for a racial differential in the impacts of industry and geographical shifts on occupational mobility is found. No evidence to support the hypothesis that black turnover fails to result in upgrading because of their confinement to secondary sector jobs is indicated. (Author/AM)

ED 111 917 UD 015 473
Leigh, Duane E.
Occupational Advancement in the Late 1960's: An Indirect Test of the Dual Labor Market Hypothesis. Discussion Papers No. 291-75.
Wisconsin Univ., Madison. Inst. for Research on Poverty.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Report No—IRP-DP-291-75
Pub Date Aug 75
Note—30p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Age Differences, Career Ladders, Caucasians, Census Figures, *Employment Opportunities, *Labor Market, *Labor Problems, Labor Turnover, Males, Negroes, *Occupational Mobility, *Racial Differences, Racial Discrimination
In this study, the occupational advancement of black and white workers of comparable ages is compared through longitudinal census data. Two specific hypotheses are tested which propose (1) large and systematic racial differentials exist in the effect of mobility on occupational advancement between firms; and (2) differentials in intrafirm occupational advancement exist for workers of equivalent endowments within firms. A model of occupational advancement along with empirical variables from two sources of longitudinal data are discussed. Results indicate that neither the young nor the old men in the sample provide evidence of a systematic racial differential in the effect of mobility between firms on occupational advancement. The evidence on advancement within firms is said to be less unequivocal. Given the racial differential in initial occupational levels, however, small black-white differences in advancement are shown to appear within internal labor markets. (AM)

ED 111 918 UD 015 474
New York State Opportunity Programs, 1972-73. SEEK, HEOP, and EOP at Public and Private Post Secondary Institutions.
New York State Education Dept., Albany.
Pub Date Aug 75
Note—68p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Academic Achievement, Academic Records, Ancillary Services, *College Programs, Culturally Disadvantaged, Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, *Educational Programs, *Equal Education, Federal Programs, Financial Support, Post Secondary Education, *Poverty Programs, Private Colleges, *Program Evaluation, School Holding Power, State Colleges, Student Enrollment
Identifiers—Education Opportunity Program, EOP, HEOP, Higher Education Opportunity Program, New York, Search for Education Elevation Knowledge Program, SEEK
This report is considered to constitute the first attempt to present a comparative analysis on university level programs of educational opportunities. The following topics are included in the analysis: enrollment and retention, demographic characteristics, academic background, major subject area, supportive services, academic progress, student costs and financial aid, and expenditures. Cited among the findings are the following: that academic dismissal is the most important reason for leaving opportunity programs, followed by personal reasons; that given educational and economic disadvantages, educational opportunity program students remain in college at high rates as compared to the average retention rate for all students in the nation; and that opportunity programs serve as a major vehicle for minority group enrollment. Certain practices concerning degree requirements, financial aid, and definitions for defining economic disadvantage are said to lack consistency across the programs. Stated in the recommendations are the need for comprehensive supportive services and the need for timely and accurate accounting of program activities and expenditures as the law provides. (Author/AM)

ED 111 919 UD 015 479
Pittman, Audrey McWhorter, Schelysture
C. P. A. Youth Motivation through Day Care Demonstration. Final Evaluation.
Crime Prevention Association, Philadelphia, Pa.
Spons Agency—Children's Bureau (DHEW), Washington, D.C.
Pub Date Dec 74
Note—19p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Child Care Workers, Child Development, Day Care Services, *Delinquency Prevention, *Disadvantaged Youth, Employment Opportunities, Health Needs, Helping Relationship, Inner City, Inservice Education, Males, Motivation, Nutrition Instruction, *Preschool Children, *Program Evaluation, *Role Models, Social Reinforcement, Vocational Counseling, Youth Problems, Youth Programs
The Real Experiences for Alternatives in Living Program (REAL) employs three components in an attempt to alter positively the lives of inner-city male youths and to provide indigenous role models within a day care setting to school-age children enrolled therein. These components are informal and formal on-the-job inservice training in child development, provision of services such as consumer and legal education, physical exams, nutrition information, and formalized training in child development. Two hypotheses are tested as part of the program evaluation: that the work training experience is beneficial to the trainees, and that the day care children will identify with the youth and benefit from the cross age relationships. Results obtained from interviews with trainees, agency staff, and children are considered to indicate that the program is beneficial to both youth and children, that the children relate positively to the youth, and that the program expands the life chances of all the participants. Criticisms of the program center around the quality of service provided to the youth. Both staff and youth agreed on the need for increased counseling and the need for followup at the end of the program. (Author/AM)

ED 111 920 UD 015 481
Flax, Michael J.
A Study in Comparative Urban Indicators: Conditions in 18 Large Metropolitan Areas.
Urban Inst., Washington, D.C.
Spons Agency—Department of Housing and Urban Development, Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date Apr 72
Note—150p.; An expanded revision of "The Quality of Life in Metropolitan Washington, (D.C.): Some Statistical Benchmarks"
Available from—Publications Office, The Urban Insitute, 2100 M Street, N.W., Washington, D.C. 20037 ($3.50)
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—Academic Achievement, Community Support, Crime, Data Collection, Drug Addiction, Employment Statistics, *Environmental Research, Health Needs, Housing, Income, Infant Mortality, Quality Control, Research Methodology, Social Integration, Social Life, Suburban Environment, Suicide, Transportation, *Urban Areas, *Urban Environment, Urban Population, *Urban Studies
Identifiers—*District of Columbia
This is a revised and expanded version of a previous report on urban indicators which introduces new indicators for 4 of the 14 quality of life categories covered in the previous report. It updates indicators for 9 of the 14 categories and employs the indicators to develop charts and tables which use the Washington, D.C. area as a illustrative example. Central cities and suburbs of the 18 metropolitan areas are examined with respect to five of the quality of life categories. There is a tabulation and summary of these five indicators as they reflect conditions for the central cities and suburbs, ratios between city and suburban areas, and rates of change in these factors. Summary charts presenting city and suburban conditions in Washington, D.C. are used as examples. The paper provides sources and limitations of all indicators used, tabulations of all data presented in the initial report, and rationales for the revision, addition, or deletion of the various indicators. (Author/AM)

ED 111 921 UD 015 482
Mueller, Siegfried And Others
The Chicago Child Parent Centers: A Systematic Program of Effective Compensatory Education.
Connecticut Univ., Storrs. National Leadership Inst. - Teacher Education/Early Childhood.
Pub Date May 74
Note—9p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Academic Achievement, Basic Skills, *Compensatory Education Programs, *Demonstration Programs, Early Experience, Identification, Instructional Materials, Parent School Relationship, Preschool Programs, Primary Grades, Program Administration, Program Coordination, Program Development, *Program Effectiveness, *Program Evaluation, School Community Relationship
Identifiers—Chicago Child Parent Centers, *Illinois (Chicago)
This program operates on the assumption that exposure of 3- and 4-year-old children to a structured basic skills oriented program with continuity will substantially increase the contributions of school-related factors to educational achievement and adjustments, and to a large extent erase the gap between less advantaged children and their more advantaged counterparts. Program objectives, administration, facilities, instruction, supportive services, and parental involvement are described. The preschool, kindergarten, and primary programs, along with curriculum materials used are described. Data from a comprehensive longitudinal evaluation design indicates that growth in readiness and achievement tends to be uniform across classrooms, grades, and centers. The data are considered to show that this program operates in a manner that uniformly raises the readiness and achievement levels of all children. Several components of program success--among them early intervention and the need for consistency--are identified. A brief discussion on ripple effect resulting from the program's impact on the community, and a followup of program graduates, is included. (Author/AM)

ED 111 922 UD 015 483
Cooke, Gwendolyn J.
Guidance Services for Gifted Disadvantaged Children and Youth.
Connecticut Univ., Storrs. National Leadership Inst. - Teacher Education/Early Childhood.
Pub Date Mar 74
Note—9p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Able Students, Counselors, *Disadvantaged Youth, Economically Disadvantaged, Financial Support, *Gifted, *Guidance Functions, *Guidance Objectives, Guidance Personnel, Guidance Programs, *Guidance Services, Minority Group Children, Parent Participation, Socially Disadvantaged, Summer Programs, Superior Students, Talented Students
The development of strong guidance programs that assure a fuller development of the talents of gifted disadvantaged children and youth is held to be one of the best investments America can make at this point in time. Several strategies for instituting solid programs of guidance and counseling services reflecting goals such as remediation, prevention, and counselee - centered promotion are described. The importance for teachers, counselors, and students to set attitudinal and aspirational goals that take into account the affective life of the child is stressed. Parental participation in the education of their children, be they disadvantaged or advantaged, is considered to be an essential element in any school program from both an empirical and theoretical framework. Various existing enrichment programs for gifted and talented disadvantaged students, along with resources such as a list of materials providing financial assistance information, are presented. (AM)

ED 111 923 UD 015 484
Belbas, Nancy
Youth's Rights to Be Regarded as Persons. Seminar Series No. 6.
Minnesota Univ., Minneapolis. Center for Youth Development and Research.
Pub Date Aug 75
Note—54p.
Available from—Center for Youth Development and Research, University of Minnesota, 325 Haecker Hall, St. Paul, Minnesota 55108 ($0.50)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Civil Liberties, *Civil Rights, Civil Rights Legislation, Due Process, Emancipated Students, Equal Protection, *Individual Development, *Individual Power, Legal Problems, Legal Responsibility, Moral Issues, Parent Child Relationship, *Role Perception, Social Maturity, Student Rights, Student School Relationship, Young Adults, *Youth Problems
Ideas and information gathered from eight monthly seminars focusing on issues related to rights of youths are presented here. The topics

that are covered are as follows: what it means to be regarded as a person, a definitive look at moral and legal rights, adult and youth rights, the rights of youth to be regarded as persons in schools and in families, the right of youth to be regarded as persons having access to confidential services, the right of youth to be regarded as persons in court, due process, right to treatment, implementing the right to treatment, and ways to further youth's right to be regarded as persons. A suggested reading list is provided. (AM)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors,* are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

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Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number — **ED 013 371**

4 H Clubs

Developing 4-H Curricula for Training Volunteers.
ED 110 785

Functions and Tasks of the Volunteer.
ED 110 784

A Plan for Action by the National 4-H Urban Program Development Committee.
ED 110 788

Recruiting 4-H Volunteer Leaders.
ED 110 790

Urban 4-H Leadership Development.
ED 110 787

Why Volunteers? A Philosophy.
ED 110 786

4 H Teen Intern Report

Communication: A 4-H Teen Intern Report.
ED 111 044

1202 Commissions

Current Status, Planning and Prospects of the 1202 State Postsecondary Commissions.
ED 111 314

Ability

Empirical and Simulation Studies of Flexilevel Ability Testing. Research Report No. 75-3.
ED 111 861

An Empirical Investigation of the Stability and Accuracy of Flexilevel Tests.
ED 111 862

Some Methodological Considerations in the Testing of Rasch Model Claims.
ED 111 868

Abstract Reasoning

Adolescent Understanding of Proportionality: The Effects of Task Characteristics.
ED 111 688

Abstracts

AECT Abstracts of Research Papers Presented at the Association for Educational Communications and Technology Annual Conventions, 1970 through 1974.
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IR — Information Resources
JC — Junior Colleges
PS — Early Childhood Education
RC — Rural Education and Small Schools
SE — Science, Mathematics, and Environmental Education
SO — Social Studies/Social Science Education
SP — Teacher Education
TM — Tests, Measurement, and Evaluation
UD — Urban Education

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UD015472	ED111916
UD015473	ED111917
UD015474	ED111918
UD015479	ED111919
UD015481	ED111920
UD015482	ED111921
UD015483	ED111922
UD015484	ED111923

NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (5th edition) from January 1972 through October 1975:

ACCOUNTABILITY 020
SN Being held responsible, liable, answerable for certain specified results with respect to an activity (over which one has authority).

ADAPTED PHYSICAL EDUCATION 390
SN Adaptation of regular physical education programs for individuals with handicapping conditions.

Adaptive Behavior
USE ADJUSTMENT (TO ENVIRONMENT)

ADMISSIONS COUNSELORS 380

ADOLESCENT LITERATURE 260
SN Any reading material written primarily for, or read widely by, youth of secondary school age.

ADVENTITIOUSLY HANDICAPPED 240
SN Handicapped as a result of illness or injury during the developmental or adult periods.

AEROSPACE EDUCATION 140
UF Aerospace Science Education

AESTHETIC EDUCATION 140
UF Aesthetic Development

AIR INFLATED STRUCTURES 210
SN Air structures (either high-pressure or dual-wall) in which an inflated structural element acts as a column, beam, or arch to support the enclosing membrane.

AIR SUPPORTED STRUCTURES 210
SN Air structures in which the entire enclosed space is maintained at a small pressure differential over ambient atmospheric pressure to support and pretension the membrane (single or reinforced) that serves as the enclosure.

ALCOHOLIC BEVERAGES 250

ALTERNATIVE SCHOOLS 470
SN Schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices, e.g., student initiated learning process, inquiry-discovery approach, and shared problem solving and decision making.

ALTRUISM 040
SN Consideration for the welfare of others, sometimes in accordance with an ethical system.

AMERICAN STUDIES 450
SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes the continental United States, Canada, the Arctic Archipelago, and Greenland.

ANCOVA
USE ANALYSIS OF COVARIANCE

ANEMIA 250
UF Iron Deficiency Anemia
Sickle Cell Anemia

ANOVA
USE ANALYSIS OF VARIANCE

ANSWER SHEETS 520
SN Sheets of paper, cards, or other items on which examinees record responses for tests or questionnaires.
UF Answer Booklets
Answer Cards

ARCHERY 390

Argumentation
USE PERSUASIVE DISCOURSE

ARTIFICIAL LANGUAGES 300
SN Languages created for international communication, e.g., Esperanto and Interlingua.
UF Constructed Languages

ASIAN AMERICANS 380
SN Citizens or permanent residents of the United States who are descendants of the indigenous peoples of East Asia (China, Japan, Korea, Mongolia), Southeast Asia, and the Pacific Islands.
UF Amerasians
American Orientals
Oriental Americans

ASIAN STUDIES 450
SN Studies, usually interdisciplinary in approach, of such geographic areas as Asiatic, U.S.S.R., Bangladesh, Bhutan, Ceylon, China, India, Indonesia, Japan, Korea, Maldive Islands, Mongolia, Nepal, Pakistan, the Philippines, Sikkim, and the Southeast Asian Subcontinent.

ASSISTANT PRINCIPALS 380

ATHAPASCAN LANGUAGES 300
SN North American Indian language family, including languages of Alaska and northwestern Canada, the Oregon-California coast, southwestern United States, and north-central Mexico.
UF Athabascan Languages

ATTACHMENT BEHAVIOR 060
SN Behavior exhibited by an individual attracted (maintaining proximity) to and dependent on a specific person or object for emotional satisfaction.

AWARDS 500
SN Verbal or material commendations, calling attention to activities, performances, or qualities.

BASEBALL 390

Birth Defects
USE ANOMALIES

BIRTH RATE 120
SN Actual frequency of births in a population.
UF Fertility Rate
Natality

BODY LANGUAGE 080

Building Renovation
USE BUILDING IMPROVEMENT

BUSINESS COMMUNICATION 080
SN Interchange of verbal and nonverbal messages in commercial or mercantile environments.
UF Commercial Communication
Industrial Communication

CANADIAN LITERATURE 260
SN Literature written by or about Canadians.
UF French Canadian Literature

CAPITALISM 480

CAPTIONS 080
SN Explanatory comments or designations accompanying pictorial illustrations, usually as underlines or overlines.
UF Cutlines

CAREER AWARENESS 040
SN Appreciation for and understanding of the variety of types of careers—often refers to the initial phase of career education appropriate to the elementary school.
UF Occupational Awareness
Vocational Awareness

Career Development
USE VOCATIONAL DEVELOPMENT

CAREER EXPLORATION 200
SN Investigating occupational interest areas often through real or simulated job experience—frequently refers to the second phase of career education appropriate for grades 6 through 10.

CASTE 490
SN A closed social stratum based on heredity that determines its members' prestige, occupation, place of residence, and social relationships.

CHAMORRO 300
SN Native language of Guam and the other Mariana Islands.

CHANGE STRATEGIES 510
SN Methods used by those who would alter the practice of some organization, institution, or other group to incorporate new knowledge, products, procedures, or values toward improved service or results.

CHEMICAL NOMENCLATURE 400

CHILD ADVOCACY 480
SN Active mobilization of social, economic, and legal resources for the purpose of ensuring the individual child's basic rights and developmental needs (including those related to home, community, and school).

CHILD LABOR LEGISLATION 230
(Replaces old term CHILD LABOR LAWS.)

CHILDRENS LITERATURE 260
SN Any reading material written primarily for, or read widely by, children from their early years to adolescence.

COLLEGE STORES 210
SN Higher educational facilities that sell books and other merchandise for student needs.
UF College Bookstores

COMICS (PUBLICATIONS) 050
SN Narrative series of drawings or pictures, usually accompanied by balloons giving conversation, which present humorous incidents or dramatic adventures—includes comic strips and comic books.

COMMUNITY INFORMATION SERVICES 330
SN Those services of local libraries or other community groups which provide direct access or referral to nontraditional information (e.g., unpublished materials, government agency information on public services, broadcast information on current topics, data for use in emergencies, etc.).
UF Community Information Centers
Hot Lines (Public)
Local Information and Referral Services

COMPENSATION (CONCEPT) 310
SN The recognition that material undergoing a perceptual transformation in one dimension is accompanied by a specific change in another dimension.

CONCEPTUAL TEMPO 420
SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style.

CONFIDENCE TESTING 190
SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice

CONGENITALLY HANDICAPPED 240
SN Handicapped at birth.

CONSERVATION (ENVIRONMENT) 460
SN Preservation of the environment, including natural resources, from loss, waste, or harm.

CONSTITUTIONAL LAW 230

CONSTRUCTION MANAGEMENT 020

CONTINGENCY MANAGEMENT 420
SN Systematic arrangement of reinforcing events in order to strengthen or weaken specific behavior.
UF Contingency Contracts

CORPORAL PUNISHMENT 310
SN Infliction of physical pain upon one person by another.

COST INDEXES
SN Measures of the difference in cost or price (prices of consumer goods, school costs, etc.) from that which existed during a designated base period.
UF Index Numbers (Costs)
Price Indexes

CREDIBILITY 040
SN Compatibility of a statement or situation with what is generally perceived as true or possible.
UF Believability
Source Credibility
Trustworthiness

CRIMINAL LAW 230
SN Branch of jurisprudence that relates to crimes and their punishments.

CUBANS 380

CUTTING SCORES 190
SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose.
UF Critical Scores

DAILY LIVING SKILLS 010
SN Personal management and social skills which are necessary for adequate functioning on an independent basis.
UF Fundamental Skills (Daily Living)

DECODING (READING) 440
SN Assimilation of meaning from written language by trial and error process of grapho-phonic, semantic, and syntactic analyses.

DELIVERY SYSTEMS 020
SN Organizational and administrative aspects of the provision of services.

DESENSITIZATION 420
SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears.

DESIGN BUILD APPROACH 020
SN Entering into a single contract for design services and construction services.
UF Design Construct Method
Turnkey Building

DIMENSIONAL PREFERENCE 060
SN Cue response to color, form, or size.

Diplomacy
USE FOREIGN RELATIONS

DIPLOMATIC HISTORY 260
SN History of negotiations among nations, including the study of international alliances, treaties, and other agreements.

Diplomatic Policy
USE FOREIGN POLICY

DISARMAMENT 480
UF Arms Control
Multilateral Disarmament
Nuclear Control
Unilateral Disarmament

DISSENT 060
UF Dissensus

DOMINICANS 380
SN Citizens of, or those who identify themselves as bearers of the culture of, the Dominican Republic.

DRINKING 250
SN Consumption of alcoholic or other beverages.
UF Social Drinking

DRUG EDUCATION 140
SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects.

Ecosystems
USE ECOLOGY

EDITING 080
SN To make suitable for publication or public presentation by selecting, emending, revising, and compiling.
UF Copyediting

EDITORIALS 050

EDUCATIONAL ALTERNATIVES 140
SN Differential educational programs, within or outside the formal school, which offer a choice and reflect changing social, economic, or cultural needs of the individual or of society (includes alternative goals, structures, delivery systems, curriculum content and methods, modes of learning, etc.).
UF Alternative Education
Educational Choice
Instructional Alternatives
Teaching Alternatives
Training Alternatives

EDUCATIONAL ANTHROPOLOGY 480
SN Application of anthropological concepts and methods to the study of educational institutions and processes.

EDUCATIONAL ASSESSMENT 180
SN Evaluative process of determining the attainment of educational objectives (nationwide, statewide, or locally) for use in educational planning, development, policy formation, and resource allocations.

Educational Production Functions
USE PRODUCTIVITY

EFFICIENCY 180
SN Capacity to produce desired results with a minimum expenditure of energy, time, money, or materials.

EGOCENTRISM 040
SN State of mind characterized by preoccupation with the self—often refers to the Piagetian stage in mental development when the child sees things only from his own limited point of view.
UF Egotism

ELEMENTARY SECONDARY EDUCATION 140
SN Formal education provided in kindergarten or grade 1 through grade 12.

EMANCIPATED STUDENTS 380
SN Students who are legally (or perhaps financially) independent of their parents or former guardians.
UF Independent Students (Self Supporting)
Self Supporting Students

ENCAPSULATED FACILITIES 210
SN Environmentally controlled enclosures made of lightweight material to provide high mobility and flexibility—usually built at less cost than traditional structures.

ENERGY CONSERVATION 460
SN Preventing loss or waste of energy.

ENGLISH FOR SPECIAL PURPOSES 300
SN English for non-English speakers who have need for a certain, specialized knowledge of the language for the efficient discharge of functions in their studies, profession, or trade.

ESKIMO ALEUT LANGUAGES 300
SN Native languages of the Commander and Aleutian Islands, western and northern Alaska, northern Canada, Greenland, and the northeastern tip of Siberia.
UF Aleut

ETHNOCENTRISM 040
SN Habitual disposition to judge foreign peoples or groups by the standards and practices of one's own culture or ethnic group.

EXTERNAL DEGREE PROGRAMS 140
UF Extended University
Open University
University Without Walls

FACILITY PLANNING 210

FAMILY DAY CARE 490
SN Care of preschool children in private homes.
UF Home Day Care

FAST TRACK SCHEDULING 020
SN A construction management technique in which design and construction process activities are scheduled to overlap rather than scheduled sequentially

Filmmaking
USE FILM PRODUCTION

FINANCE REFORM 220
SN A change in income/revenue sources or in money management methods, designed to remove inequities or other faults in existing systems.
UF Tax Reform

FOUND SPACES 210
SN Spaces which do not resemble traditional school facilities but can easily be converted, e.g., hotels, supermarkets, residences, and enclosed or semi-enclosed outdoor areas adjacent to new or existing facilities.

FULL STATE FUNDING 220

Fundamental Skills (School)
USE BASIC SKILLS

FUTURES (OF SOCIETY) 480
UF Alternative Futures
Future Studies
Futurism
Futuristics
Futurology

GENERATIVE PHONOLOGY 290
SN Theory or system of rules which describes or predicts well-formed phonological outputs, and is used to express the ability of speakers to produce the sounds of their native language.

GLOBAL APPROACH 480
SN Approach to social, cultural, scientific, and humanistic questions involving an orientation to the world as a single interacting system.
UF International Approach
Worldmindedness
Worldwide Approach

GOLF 390

HEADLINES 080
SN Titles of news articles or newscasts.

HIGH SCHOOL EQUIVALENCY PROGRAMS 410
SN Adult educational activities concerned with the preparation for and the taking of tests which lead to a high school equivalency certificate issued by the department of education in each state (e.g., General Educational Development Program).
UF GED Programs

HISTORIOGRAPHY 260
SN Research into and writing of history.

HOMOSEXUALITY 060
UF Lesbianism

HUMANISTIC EDUCATION 140
SN Educational system designed to achieve affective outcomes or psychological growth—learning activities in math, social studies, English, and so on, are oriented toward improving self-awareness and mutual understanding among people.
UF Affective Education
Confluent Education
Psychological Education

HUMANIZATION 490
SN The process of changing the environment (attitudes, structures, relationships) to be more humane and better adapted to human needs.
UF Dehumanization

HYBRID AIR STRUCTURES 210
SN Air structures (either air cushions or frame-stabilized structures) which combine air-inflated or structural elements with each other, or are used in combination with other structural supports.

IDEOGRAPHY 290
SN System of writing using pictures or symbolic characters instead of letters or syllable signs.

Intergovernmental Organizations
USE INTERNATIONAL ORGANIZATIONS

Internation Behavior
USE FOREIGN RELATIONS

INTERNATIONAL CRIMES 060
UF War Crimes

INTERNATIONAL LAW 230
UF International Legal Analysis
International Torts
Law of Nations

International Policy
USE FOREIGN POLICY

International Politics
USE FOREIGN RELATIONS

ITEM BANKS 520
SN Collection of test items classified according to objectives, subtests, difficulty, grade level, content, etc., which may be used to construct tests tailored to the users' needs.
UF Item Pools

ITV
USE EDUCATIONAL TELEVISION

JUSTICE 500

LABELING (OF PERSONS) 490
SN Designating a special, complex attribute (handicap, disadvantage, etc.) of an individual or group by a simplistic word or phrase (label), which may intentionally or inadvertently connote status and, perhaps, stigma.

Labor Demand
USE MANPOWER NEEDS

LAND ACQUISITION 020

LANGUAGES FOR SPECIAL PURPOSES 300
SN Languages taught to or learned by nonnative speakers who have need for a certain specialized foreign language capability for the efficient discharge of functions in their studies, profession, or trade.

LANGUAGE VARIATION 290
SN Differences in systems of a language that result from historical, geographical, social, or functional changes.

LAYOUT (PUBLICATIONS) 030
UF Format (Publications)

LEAD POISONING 250

Learning Centers
USE LEARNING LABORATORIES

LIBRARY ADMINISTRATION 020
UF Library Management

LIBRARY ROLE 330
SN Functions expected of or carried out by libraries.

LIFE STYLE 060
SN Manner of living chosen as a personal response to the social and cultural milieu.

Lifelong Integrated Learning
USE CONTINUOUS LEARNING

Linguistic Difficulty (Contrastive) USE INTERFERENCE (LANGUAGE LEARNING)

LINGUISTIC DIFFICULTY (INHERENT) 290
SN Universal difficulty (or ease) in articulating, auditing, or processing particular linguistic units and unit sequences.

LOCAL HISTORY 260
SN History associated with a neighborhood, town, county, or other specific subdivision of a larger geopolitical region.
UF Community History
County History

LOCUS OF CONTROL 420
SN Personality construct referring to an individual's perception of the locus of events as determined internally by his own behavior vs. fate, luck, or external forces.
UF Internal External Locus of Control.

LUNAR RESEARCH 450
SN Scientific activities designed to provide information about the origin, structure and properties of the moon.
UF Lunar Exploration

Mainstreaming
USE REGULAR CLASS PLACEMENT

MANAGEMENT BY OBJECTIVES 020
SN Method of combining performance appraisal with the process of developing and refining organizational goals—involves mutual goal setting between manager and subordinate, during which specific performance or measurement criteria are spelled out and agreed upon.

MARRIED STUDENTS 380

MATRICES 340

MECHANICS (PHYSICS) 400
SN The science that deals with the effects of energy and forces on the equilibrium, deformation, or motion of solid, liquid, and gaseous bodies—includes both classical (Newtonian) and modern (atomic-level) mechanics.
UF Classical Mechanics

MERIT PAY 220

MEXICANS 380
SN Citizens of Mexico

MIDDLE EASTERN STUDIES 450
SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes Afghanistan, Cyprus, Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Libya, Sudan, Syria, Turkey, and the Arabian peninsula.

Military Policy
USE FOREIGN POLICY

MISCUE ANALYSIS 440
SN Examination and interpretation of observed responses in oral reading which do not match expected responses, as a technique for measuring the learner's control of the reading process.
UF Miscue Taxonomy

MOLECULAR STRUCTURE 220

MONOLINGUALISM 290

MORAL DEVELOPMENT 130
SN Developmental processes in the formation of moral reasoning and judgments.

MULTIDIMENSIONAL SCALING 190
SN A procedure for analyzing distances among a set of points in order to find their coordinates on several underlying dimensions.

NATURE NURTURE CONTROVERSY 130
SN Argument concerning the relative influences of hereditary and environmental factors in determining behavior patterns.
UF Environment Heredity Controversy
Heredity Environment Controversy
Learning Maturation Controversy
Maturation Learning Controversy

NEUROLINGUISTICS 290
SN A branch of linguistic science relating language behavior to the neurological sciences.

NEW JOURNALISM 260
SN Reporting which combines traditional journalism techniques with such devices of fiction writing as: scene by scene reconstruction of settings, recording of dialogue, use of third person point-of-view, and extensive recording of external characteristics of individual characters—emphasis is on capturing the "concrete reality" or "immediacy" of cultural phenomena.

NEWS REPORTING 080

NONFICTION 260

NONFORMAL EDUCATION 140
SN Organized education without formal schooling or institutionalization in which knowledge, skills and values are transmitted through relatives, peers, or other community members.

NONPUBLIC SCHOOL AID 220

NONRESERVATION AMERICAN INDIANS 380
SN American Indians living off reservations who remain on the tribal census roll or who maintain their Indian identity.
UF Off Reservation American Indians

NORMALIZATION (HANDICAPPED) 250
SN Use of culturally normative means (patterns and conditions of everyday life) to facilitate adjustment and functioning by the handicapped.

OBSERVATIONAL LEARNING 310
SN Behavioral effect on the learner resulting from the observation of a model.
UF Imitative Learning

OPEN BOOK TESTS 520

OPEN EDUCATION 140
UF Open Schools

ORGANIZATIONAL COMMUNICATION 080
SN Exchange of thoughts, messages, etc., within and between organizations (groups of people)—includes exchanges between specific organizations and the general public.
UF Office Communication

ORGANIZATIONAL DEVELOPMENT 020
SN The application of behavioral technology to organizations by attempting to integrate individual needs for growth and development with organizational goals and objectives.

ORGANIZATIONAL EFFECTIVENESS 180
SN Degree to which organizations (groups of people) are successful in satisfying their objectives or functions.

ORGANIZATIONAL THEORIES 020
SN Ideas or hypotheses relating to the form and structure of organizations (groups of people), describing how such organizations do operate or should operate.

OUTREACH PROGRAMS 410
SN Efforts to increase the availability and utilization of services, especially through direct intervention and interaction with the target population.
UF Community Outreach
Outreach Counseling

PARANOID BEHAVIOR 420
SN Behavior characterized by suspiciousness or delusions of persecution or grandeur.

PARENTHOOD EDUCATION 140
SN Programs designed to help teenage boys and girls prepare for effective parenthood by learning about child development and the role of parents, and by working closely with young children.

PAROCHIAL SCHOOL AID 220

PEACE 480
UF International Peace
World Peace

PEER COUNSELING 090
SN Performance of limited counselor functions, under counselor supervision, by person of approximate age of counselee.

PERFORMANCE BASED EDUCATION 140
SN Educational system which places emphasis on the specification, learning, and demonstration of those competencies (knowledge, skills, behaviors) which are of central importance to a given profession or career.
UF Competency Based Education
Consequence Based Education
Criterion Referenced Education
Output Oriented Education
Proficiency Based Education

PERFORMANCE BASED TEACHER EDUCATION 140
SN Places stress on the explicit demonstration of performances as evidence of what the teacher knows and is able to do.

PERINATAL INFLUENCES 070
SN Factors occurring at the time of birth and affecting the physical or mental development of an individual.

PHONEME GRAPHEME CORRESPONDENCE 290
SN Relationship between speech sound (phoneme) and written symbol (grapheme).
UF Grapheme Phoneme Correspondence

PHYSICIANS ASSISTANTS 380
SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians.

PNEUMATIC FORMS 210
SN Structures used as forms for placing concrete, reinforced and/or foam plastic materials.

POLISH AMERICANS 380

POPULATION EDUCATION 140
SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society.

POST SECONDARY EDUCATION 140
SN All education beyond the secondary level—includes learning activities and experiences beyond the compulsory school attendance age with the exception of adult basic education and high school equivalency programs (before Apr 1975, Scope Note restricted to: Education beyond grade 12 and less than baccalaureate level).

PREGNANT STUDENTS 380

PRIMARY HEALTH CARE 250
SN First contact health care, including longitudinal responsibility for the patient and coordination of all aspects of the patient's care.

PRIMARY SOURCES 460
SN Original evidence (documents, relics, oral records, etc.) used in historical research.
UF Original Sources

Private Information
USE CONFIDENTIALITY

PROCESS EDUCATION 140
SN Educational system which emphasizes the learning and demonstration of generalizable process skills (e.g., observation, classification, measurement, prediction, communication, and inference).

Production Functions
USE PRODUCTIVITY

Program Implementation
USE PROGRAM DEVELOPMENT

PROPERTY TAXES 230
UF Ad Valorem Tax

PUBLIC HEALTH LEGISLATION 230
(Replaces old term PUBLIC HEALTH LAWS.)

PUBLIC SERVICE OCCUPATIONS 350
SN Employment necessary to accomplish the mission of local, county, state, Federal, or other government, except for military service.

PUNISHMENT 310

PUPPETRY 030
UF Puppets
Puppet Shows

RAPE 060
UF Statutory Rape

RELOCATABLE FACILITIES 210
UF Nonpermanent Facilities

RESPITE CARE 490
SN Short-term care of the handicapped, in or outside the home, to provide family relief.

REVENUE SHARING 220
SN Practice of returning a percentage of federal tax money to states and localities for locally directed and controlled public service programs—includes functional grants for education and other major purposes (special) as well as unrestricted grants (general).

REVOLUTION 480
SN The attempt to make radical changes to one or more political, social, or technological systems that would be qualitatively different from and destructive to the traditional values, norms, and practices of such systems.

ROLE MODELS 420
SN Individuals (real or theoretical) chosen for emulation in one or a selected few of their roles.

SCHOOL ATTENDANCE LEGISLATION 230
(Replaces old term SCHOOL ATTENDANCE LAWS.)

SEMANTIC DIFFERENTIAL 190
SN A method of measuring attitudes and/or values through the use of pairs of bipolar adjectives.

SEVERELY HANDICAPPED 240
SN Persons whose extreme disabilities make functioning and achievement unusually difficult—generally, rehabilitation services must be beyond those provided by traditional, regular or special education programs.
UF Profoundly Handicapped

SEX DISCRIMINATION 480
UF Discrimination (Sex)
Sex Bias
Sex Prejudice

SEX ROLE 490
SN Pattern of attitudes and behavior that in any society is deemed appropriate to one sex rather than the other.

SEX STEREOTYPES 490

SHARED FACILITIES 210
SN Facilities used by two or more distinct groups, institutions, organizations, etc. whether for the same function or for different functions.
UF Joint Occupancy

SI Units
USE METRIC SYSTEM

SOCIAL HISTORY 260
SN History that concentrates on the sociocultural aspects of the life, customs, trends, and institutions/organizations of a people.

SOCIAL SCIENCE RESEARCH 450
SN Basic, applied, and developmental research conducted to advance knowledge in the social sciences.

SOCIALISM 480

SOCIAL STRATIFICATION 490

SPACE SCIENCES 400

STATE OF THE ART REVIEWS 320

STRABISMUS 240
SN Lack of coordination of eye muscles so that the two eyes do not focus on the same point.
UF Cross Eyes
Heterophoria
Heterotropia
Walleyes

STRANGER REACTIONS 060
SN Reactions to strangers (positive, negative, or mixed in character).
UF Xenophobia

STUDENT RESPONSIBILITY 040

TEACHER CENTERS 210
SN Interinstitutional centers (school/college/community) offering teacher-oriented professional development programs, at preservice/inservice levels, of educational demonstrations, experimental teaching, laboratory experiences and other participatory learning activities.
UF University Training Centers

TEACHER DISCIPLINE 020
SN Discipline of, not by, teachers.

TEACHER DISMISSAL 020

TENNIS 390

TIMEOUT 420
SN Period of time in which no positive reinforcers are available, e.g., isolation in a small room.

TOTALITARIANISM 230
UF Dictatorship

TREATIES 230
SN Negotiated agreements between two or more political authorities.

TUTORS 380
(Replaces old term COACHING TEACHERS.)

UNDERGRADUATE STUDENTS 380
SN College or university students who are engaged in studies leading to the Bachelor's Degree.

UPPER DIVISION COLLEGES 470
SN Colleges offering junior, senior, and graduate level courses.

Valence (Language)
USE SYNTAX

VENEREAL DISEASES 250
UF Syphilis
Gonorrhea
Chancroid

VISUAL AIDS 050
UF Visual Equipment
Visual Instrumentation
Visual Materials
Visual Media

VISUAL LITERACY 010
SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment.

VOCATIONAL MATURITY 130
SN Degree of an individual's skill in making decisions concerning his or her vocation at a given life stage.

WAR 480
UF Civil War
Conventional Warfare
Guerilla Warfare
International War
Unconventional Warfare

WASTE DISPOSAL 410
SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids.

WASTES 460
SN Unneeded, discarded or excess material including solids, oils, chemicals, and liquids.
UF Litter
Refuse

WELSH 300
SN The Celtic language of Wales.

WOMENS ATHLETICS 390

WOMENS STUDIES 110
SN An academic discipline that incorporates courses about women either separately or as a field of study.
UF Female Studies

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